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NOVEMBER 1935

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CALIFORNIA TEACHERS ASSOCIATION

# AMERICAN EDUCATION WEEK

November 11-17, 1935

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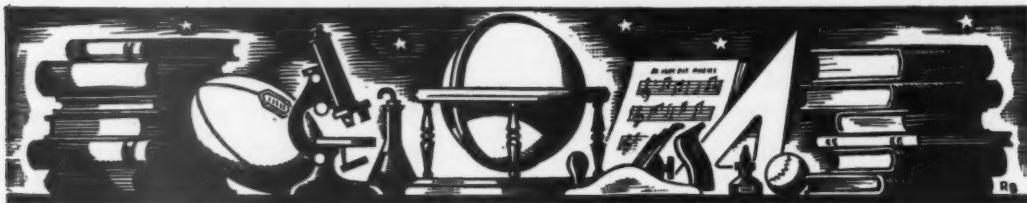
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# TRAVEL SECTION

*No single device or plan that adds to the passenger's safety in air travel has been neglected.*

## The Fair-haired Child of the Depression

S. A. STIMPSON, District Traffic Manager, United Air Lines, San Francisco

PROBABLY no single industry points more surely to the romance and imagination of the American people than commercial aviation. Only a little past its infancy at the start of the terrific economic problems that have gripped this country for the past six years, it has grown to such an extent that today it exerts a tremendous influence on business and social life in the United States.

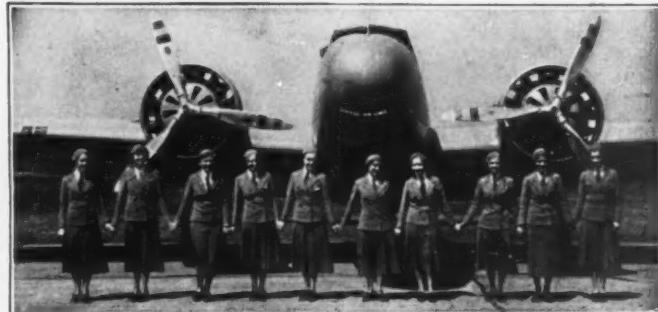
This has been accomplished through incessant research and improvement in speed, safety, comfort and economy. And today, as figures show, a good percentage of the American population reasons most sensibly: "Why spend days to get some place when I can do it in hours?"

The speed of air travel is particularly advantageous to teachers and educators, whose daily routine is often interrupted by short holidays of two or three days duration. The air transport allows them to visit friends and relatives in distant cities and return in time for the re-opening of school. When it is considered that fare charged for air passage includes food, sleeping accommodations and all incidentals, even cigarettes, an air trip is very little more expensive than land travel.

In 1926 it took 33 hours, at a cost of \$400, to fly in a single-engined mail plane from San Francisco to New York. In 1935 the new schedules of the United Air Lines make it possible to fly from important cities on the

Pacific Coast to major points on the Atlantic in 16 hours, at a cost of only \$160. Moreover, you travel in a giant, twin-motored Boeing plane, comfortably ensconced in a deep seat and thoughtfully served by a courteous and competent stewardess.

The new 247D model Boeing plane which has recently been put on the United's Mid-Continent and Coastal routes, has a cruising speed of 189 miles an hour at 12,000 feet and a top speed of 202 miles an hour. Its all-metal, heat-treated duralumin body is far stronger than the Department of Commerce requirements. In actual tests at Wright Field, the Army base at Dayton, Ohio, the fuselage supported 50 tons of weight,—20 tons over the requirement. In addition to its 10 passengers and crew of 3, this giant airplane carries a payload of 2500 pounds in mail and air express. No single device or



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*The Stewardess serves specially-prepared meals.*

maintain flight but to climb. Also each plane is equipped with dual controls and with a number of scientific instruments which duplicate each others' functions.

There is the compass and its partner, the directional gyro. When taking off the pilot sets this gyro on the direction he is scheduled to take, thus giving a double check on the compass course.

Another very interesting (and fool-proof) mechanical device is the artificial horizon. This is a tiny plane which "floats" against a background and gives the relative position of the plane in flight in respect to the actual horizon. It automatically assumes every position of the ship itself, turning, climbing and banking accurately.

These mechanical safety features protect the passenger once the pilot has got him into the air. While behind him and ahead, on the ground, constant precautions and exacting measures are taken to insure his safe arrival.

Back of his comfortable ride is a highly efficient ground operations network. Modern hangar-depots and servicing plants that represent an investment of millions of dollars are operation features which constitute a firm foundation for safety.

Reliable weather reports are of the utmost necessity for the regular completion of air schedules. The United States Weather Bureau has trained meteorologists who are in 24-hour com-

plan that adds to the passenger's safety in air travel has been neglected. The United's modern transport planes are, for all practical purposes, two planes in one. Every plane carries two licensed transport plane pilots, two radio sets and twin motors, each of which has sufficient power not only to

munication with United Air Lines pilots and ground crews. Through a series of observation stations at strategic points along the routes, a constant and accurate check is maintained upon prevailing weather conditions.

A TELETYPE circuit, linking the numerous stations, flashes reports to main weather bureaus where the information is co-ordinated and transmitted to air personnel on the ground and pilots in the sky by radio telephone. Before taking off a United Air Lines pilot receives a complete weather map showing condition of wind, ceiling and visibility. He is under orders to remain on the ground unless every indication insures a favorable flight. If he wishes further information while he is in the air, the pilot has only to radio the nearest ground and transmitting station for complete details.

Night flying is every bit as safe and certain as the trip by day. And a great many experienced air travelers prefer it, for then the day is saved for business and social activities.

From the Pacific Coast to New York by night is virtually a sky highway, with powerful 3,000,000 candlepower revolving beacons every 10 miles or so along the entire route. These beacons use the Morse code to flash directions to the pilots. At every third beacon there is an intermediate landing field. Although these are seldom used, they are convenient stopping places in case the pilot feels it best to wait for weather ahead to clear up.

According to figures of May 15, 1935, United Air Lines has over 33,000,000 miles of night aviation to its credit, or more than the com-



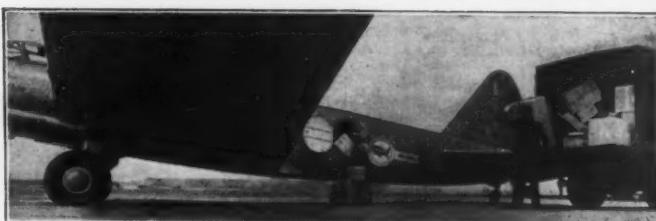
*San Francisco from the air—panoramic view from United Air liner.*

bined dusk-to-dawn mileage of all the air transportation companies in Europe. A fact that was confirmed recently upon the arrival here of three star-pilots of the English Royal Flying Corps for an advanced course in "blind-flying" at the Boeing School in Oakland. "Blind-flying," or more technically, "instrument-board flying under the hooded cock-pit," is far more advanced in the United States than in European countries.

In addition to the revolving beacons that aid the pilot by night there is the directive radio beam. Installed by the Department of Commerce, the beam has been found particularly useful in times of poor visibility. The pilot has merely to fix his course along this beam and follow it to his destination. If he should swerve too far to his right, he is warned by a series of "dash-dots." A "dot-dash" tells him that he is too far to his left. Then he directs his plane to the center of the beam where a steady hum informs him that he is back on the course.

Once a fast and safe flight is assured, there is time to think of your comfort. That is taken care of by the stewardess who is part of the ship's crew. These young women are chosen for their background, personality, intelligence and poise. She looks after the needs of the travelers, serves them specially-prepared meals and explains various scenic points of interest.

No effort or expense has been spared to obtain the very best of food for your meals aloft. Recently United signed a contract with



*Each plane is equipped with dual controls.*

a famous San Francisco hostelry to supply outgoing planes with de luxe air meals. An unusual feature of this service is that each lunch is kept cool by the use of dry ice,—the first time this commodity has been used aboard a commercial airplane. The ice is wrapped in cellophane so that the food is never allowed to freeze. Only enough coldness escapes to retain the natural moisture and freshness of the food.

The choice of foods usually contains such delicacies as chicken and fruit salads, cold cuts of meat, light sandwiches, cheeses, ice cream, pastries, etc. Hot coffee, cocoa, tea and soups are carried along in large thermos bottles.

**W**ITH all of these advantages to its credit, we must agree that commercial air transportation has a splendid position for a young industry. For, in spite of the superlatives that it has already reached, air travel is still growing. It is impossible to visualize how far it may go with continual improvements in ships and service. The business end of it, the mail and express flying, has barely begun. Who knows but what some day, when the stratosphere has been conquered, commutation between the Atlantic and Pacific will be a matter of minutes instead of hours.

Recently, at the invitation of United, all of the large air line companies gathered together to map out plans for the future growth of air transportation. It was decided that a too great spirit of competition would hinder rather than help expansion programs and that the main objective in front of all was the continued striving for safety in operations. Speed, it was admitted, was important, but it was agreed that always it should be held secondary to the cardinal principle of commercial aviation—SAFE FLYING.



*The United Air Lines maintains an unsurpassed fleet of airplanes.*

## *"...the last trip is the most interesting"*



D. F. Robertson and party enjoy Hawaiian hospitality at Honolulu, September 1, 1935

**A**ROUND the world 19 times . . . 44 trips across the Pacific . . . and 130 trips over the Atlantic—this is the travel record of Mr. and Mrs. D. F. Robertson of 408 South Spring Street, Los Angeles, veteran world travelers. For 40 years they have organized parties of tourists through the Orient and around the world.

"In the last six years," said Mr. Robertson, "the tide of travel-interest has shifted from Europe to the Orient. In 1935 travel to Asiatic countries was the heaviest in history. Regardless of the talk of jingoists, the American people—the plain people—have a great friendliness for the Japanese. To them any thought of war between two such friendly people, with no fundamental controversies, is repugnant."

"Hotels in Japan are equal and in many cases superior to European hotels. They have single beds and hot and cold running water. The food and service are good. The average rate, American plan, room with bath, is \$5 a day."

"Travel in China is good. A visit to Peiping and the Great Wall is a safe and thrilling adventure. There are still hundreds of soldiers along the rail-line from Shanghai to Peiping, but there is no trouble. The food on the trains is excellent. Hotels in China are well-kept, especially in Shanghai and Hongkong; rates \$5 a day, American plan."

"Singapore, India, Penang, Ceylon and Arabia are all under the British flag. This means protection for all nationalities, good roads, good hotels, no baggage examinations, no visas nor duties. Shopping is delightful, especially for women. In India, great improvements have been made in the railroads and hotels. Tourists are welcome everywhere. In Egypt and the Holy Land, hotels are good, usually \$5 a day American plan."

"It has been my good fortune to visit Europe more than 100 times. The last trip is always the most interesting."

"I never tire of the art galleries, ancient buildings, and the peoples of the various countries. It is true that travelling in Europe is now more expensive than in the past, but it costs less than travelling in the United States. In Europe you can get a single room with bath, including meals, in a first-class hotel for \$5 a day and even less."

"Our homeward voyage this year was on the N. Y. K. motor ship Tatsuta Maru. And what luxury! My bedroom and private bath were each equipped with electric heaters. What a contrast to my first trip of 40 years ago! Then my stateroom had no electricity; only smelly, oil lamps. On the Tatsuta Maru every meal was an epicurean feast on ample, beautifully appointed tables; 40 years ago we stood at wooden counters for our frugal meals."

## The Oxford Conferences

ISABELLA L. DODDS, *Edison Junior High School  
Los Angeles*

**T**O THOSE of us who visited Oxford for the first time during the synchronised conferences of World Federation of Education Associations, International Federation of Teachers Associations and International Federation of Secondary Teachers Associations, the week had a two-fold attraction—namely, the setting and the conference sessions.

The appropriate setting did its full share in contributing to the success attained by the Conferences. Our hosts wisely integrated the city and colleges into the meetings in such a manner that delegates need not have a guilty feeling of neglecting official duties while visiting the venerable colleges, with their quads, dining-halls, chapels, and "spires"; nor even when wandering along the shady walks by the Rivers Isis and Cherwell.

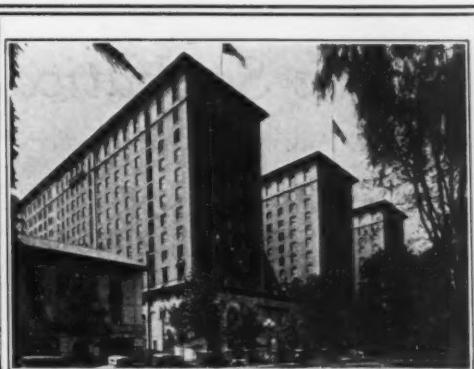
The social entertainment provided was more than ample. A garden party at Hampton Court Palace as guests of His Majesty's Government was the most outstanding event, while other garden parties, receptions, plays, teas, folk dancing, concert, community singing, and luncheons filled in any otherwise spare moments. The last day of the conferences was given over to all-day motor trips to various historical places. Ten motor-bus loads went to Kennilworth, Warwick, and Stratford.

Substantial progress was made at the Conferences of forming a closer union between these three international associations. Perhaps the greatest benefits attained were intangible and can not be adequately expressed—impressions, emotions, ideas, good-fellowship, and a realization of the similarity and immateriality of our differences.

The next conference will be held in Japan two years hence. Our Pacific Coast location gives us a head start in its direction. In addition to attending some intensely interesting and inspirational sessions, one also receives an entree into places that the ordinary tourist can not go.

My advice to California teachers is to plan on a trip to Japan in the summer of 1937.

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# "Is a Sabbatical Worth While!"

N. LOUISE KIMBALL, Teacher of English, Los Angeles High School

THE call to a cruise on the Mediterranean becomes so insistent that, arranging for a sabbatical leave and gathering together a few articles of clothing deemed indispensable, the writer boards a train the day after the close of the first semester en route for New York City, there to take the Holland - America's annual mid-winter cruise.

Although 2 degrees below zero is registered in New York on the day of departure and for a day or two the deck floors are ice-bound, a few days later finds us on the top-deck enjoying balmy breezes from the south. From then on every day brings its delights. In Funchal, Madeira Islands, our first anchorage, amidst lilies, oleanders, acacias and violets growing in profusion around us, we wine and dine, toboggan down the steeply-paved hillside under the guidance of native runners and ride in state in bullock-carts to the cathedral and market, where are found odd varieties of fruit with elusive names.

At historic Gibraltar we landed by tender and there were met by a quaint cross-country equipage, an out-of-date limousine of French origin reputed to be "the fastest car in Gibraltar," for our fascinating trip to Seville and Granada.

Over the ground we fly, past piles of salt in more or less barren country, until Seville comes into sight. The entrancing gardens and palace of the Alcazar with its beautiful stalactite frieze and marble columns, make one almost envious of its former occupants. The grand cathedral, unbelievably spacious, houses from dawn till dark the curious and the religious of all ages, creeds and races, together with a plentiful number of baksheesh hunters. As we ascend the lovely Giralda we hear the intoning of bells Santa Lucia and deep-toned Mary. The processional masses reveal the peculiar haunting tone of the boy soprano. We visit the grave of Columbus. All these sights leave unforgettable impressions. Then, most entrancing of all, 180 miles of road between Seville and Granada, on which we honk our way speedily through walled and congested towns, through green and open country, through mountainous land of volcanic origin, always seeing black-shawled and silent women, and gay and gaily-decorated youth, and often stern and sturdy farmers on donkey-back.

From Washington Irving hotel, we go to explore the Alhambra. We think of Alhamar, the founder; of Yusef, the finisher; and of Boabdil, the loser, of this Moorish pile. The faded coloring, the fountains, the alabaster decorations recall to us the days of the Moors, the interlaced initials "F & I" everywhere about remind us of the Spanish conquerors, and the decay and loneliness recall Washington Irving's visit, now a hundred years ago.

Although the spell is still about us, the ship waits below at Malaga and thither downward we roll over a marvelous road with an entrancing view of the bay and harbor of the seaport town always before us. The road is so steep and winding and the view so charming that in places it reminds us of descending the slopes of our own Palos Verdes in California.

## Sight-Seeing in Algiers

On the ship again, we are soon off at Algiers. In the beautiful Mustapha Supérieur quarter, we see a copy of the Garden at Versailles, but about the native quarter there is nothing familiar. As we descend their main street by steps (for it is on the hillside) men and women in all garbs, babies, fowls and donkeys, continually jostle us, reminding us forcibly that we are tourists. Cooking, dining, wining, dicing, peddling, cobbling, follow and repeat themselves before our eyes as we are escorted down the steps.

Our first view of a mosque is rather disappointing. Slipper-covered we enter the shabby edifice, whither a few Arab devotees have preceded us. One performs his ablutions. Several pray, kneeling on the shabby rugs, their faces turned toward Mecca.

Heading northward again, our ship pauses at one of the Balearic Islands. Palma de Mallorca is famous for its beauty. Its quaint streets and lovely cathedral give us a pleasant day.

We anchor in the harbor of Monte Carlo for a visit to the famous gambling palace, attractive outside, but within gaudy in fresco and gilt. The play seems ordinary enough; we see no one gambling a fortune away.

The drive over the Upper Corniche road shows us terraced vineyards and the old Roman

tower of La Turbie at the top. As we sail away, the latter is impressive.

Malta, one-time home of the Knights of Malta, is in its entirety the most foreign place which we have yet seen. It is surrounded by high fortifications, with many dreadnaughts patrolling the nearby waters. The main shopping-street of Valetta, narrow and lined with small shops, displays nothing tempting. However, Saint John's church with its floors laid in square mosaics, its beautiful oratories and marble effigies of the famous Knights Hospitallers, its Governor's Palace with its treasures of Gobelins and display of the armor and guns of the Crusaders, gives us only a hint of the history of Malta, which dates back 6000 years.

#### The Snowy Peaks of Lebanon

Straight east now we cruise to the port of Syria, Beirut, thence crossing old historic country in view of the saw-toothed, snow-capped mountains of Lebanon and Anti-Lebanon. We are en route to Baalbek to see the stupendous ruins of the Temple of the Sun, said to have been built by Solomon for his wives. Other temple ruins there are, dated back to the time of the Romans, their pillars decorated with carving of acanthus leaves and grapes.

In Damascus, which we next visit, squalor is as evident as in Algiers, the "Street called Straight" being a replica of the main native Algerian street. All night long, from our very comfortable hotel in the heart of the city, we hear sounds of night life. Do they never rest? Loud singing, laughter and street noises are with us until dawn.

Early the next morning we explore the Mosque of Omayad. Its beautifully spacious courtyard leads to a grand interior as imposing as any cathedral. Here are praying niches or oratories for the different sects of the Moslem religion, many decorated with skilfully-wrought mosaics. The entire floor is covered with donated rugs, one especially noted for its size and beauty. All about are stands for the sacred Talmud, at which Moslems of both sexes with heads covered are praying and reading. In the courtyard of a museum near by is pointed out the tomb of Saladin, while within is exhibited the holy carpet and saddle-cloth used to start pilgrims on the journey to Mecca. As there are no public buildings of any kind in Damascus, we are soon on our way to Jerusalem.

A most interesting journey through Palestine and Egypt, as well as to Stamboul, Athens, the continent of Europe, and the British Isles is still before us. Is not a sabbatical worth while?

## I Visit Manchukuo

EARL M. LINHOLM, Calexico Union High  
(Concluded from September issue)

Mr. Holen: Where did you get the experts who projected the new capital construction program and who undertook the railway construction works?

Premier: Most of them from the South Manchurian Railway. At first we had engineers trained in western countries. Later we found that they were not experienced in Manchurian construction work. Now our architects and engineers are all from the S. M. R. since they know Manchuria better and are ready at hand.

Mr. Linholm: Do you have grades in your schools?

Premier: A child enters school at the age of 8. The primary school course covers six years, the middle school four years. The college requires two years and the university three years. This is 15 years in all, so a student would graduate from university at the age of 23.

Mr. Linholm: Has the government any plans for universal education?

Premier: It is true that the majority of the people of Manchukuo are illiterate. When peace

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	Hanford.....	5:16 pm
Ar.	BAKERSFIELD.....	7:00 pm

#### TO RETURN:

Lv.	BAKERSFIELD.....	11:45 am
	Hanford.....	1:57 pm
	FRESNO.....	3:38 pm
	Merced.....	5:12 pm
	Stockton.....	7:05 pm
Ar.	Berkeley, University Ave.....	9:12 pm
Ar.	Oakland, 40th & San Pablo.....	9:22 pm
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and order are secured throughout the country, more schools will be established. When the country is well administered all children will go to school. For the time being supplementary classes are conducted in nearly every middle school for the benefit of the illiterate adults. The government has not yet sufficient time to do much about universal education.

Mr. Harris: What preparations has the government made for the development of industry?

Premier: The preparation includes the suppression of bandits, the stabilization and unification of currency and the development of communication. The highways and railways are increasing. The big provinces will be divided into comparatively small ones so that the administration may be more effectively directed. The territory of Manchukuo is large but her population is small. The agricultural products are cheap but the interest on loans is high, thus causing hardship to the farmers. This must be overcome by outside help. Most of the people are gathered along the railway zones where they can make a better living. The government is trying to have the interior districts developed by improving the means of communication such as highways, railways and waterways. Lakes will be constructed in river basins so as to prevent floods.

Mr. Holen: What are the most important agricultural products of Manchukuo?

Premier: They are soya beans, kaoliang and other miscellaneous grains. Wheat and cotton also are produced in this country, the raising of which is encouraged by the government.

\* \* \*

## A Travel Record

L. D. HANKS, *Principal, Seeley Union Elementary School, Imperial County*

**T**RAVEL is being increasingly demonstrated as being of great benefit to the teacher by a simple expedient which, unfortunately for a person's leisure time, involves as much writing as does a university summer session! This device is the keeping of a Travel Record, copiously illustrated with photographs and other pictures.

We always bring back from our travels as many picture postcards, kodak pictures, etc., as we can gather. These we mount in a loose-leaf notebook, accompanied by copious comment. This notebook, with its personal dialog and pic-

tures, we place on the Recreational Book-shelf in our classroom.

Naturally it attracts much attention and interest, because: (a) it is a record of something the teacher has done; (b) it is liberally interspersed with pictures; (c) it is written so as to tie in as much as possible with the curriculum. This latter is done by getting as many pictures as possible of places mentioned in the pupils' texts and recreational reading-books, and supplementing what is told there with additional comment in the travel-book.

As a personal illustration of how this was done, a specific case may be cited. This past summer the author and his wife were able to make a trip East. Of course Washington, D. C., was included in the itinerary. We spent a week there, visiting as many as possible of the buildings, concerts, memorials, museums, art galleries, etc., for which Washington is noted. We bought all the picture postcards, photos, guide-books, etc., our means permitted and took many kodak pictures.

When we returned we arranged all these in a sightseeing and topical order and proceeded to write of them. As we wrote of them we mounted them as near as possible to the comment. But to describe these pictures and the places they represented we have to know all about them. There the guide-books proved most valuable. I believe we learned more of our federal government and of Washington, D. C., after we began writing this record, than we did while we were seeing the places. It is harder work than writing term papers, but far more informative and interesting!

Considering this method of recounting experiences there are two chief results, personal and professional. As to the personal aspect, the author has a permanent record of his journey that will enable him to re-live it time and again. This alone makes it worthwhile. In addition, the traveller learns far more of a country if he has to use the knowledge definitely afterward. The review is not only timely but quite purposeful and self-motivated.

Professionally, this record motivates school-work. It makes the visited country live for the pupils. But fully as important to the teacher, it assists in interpreting to the public the idea of travel as a professional activity for the teacher.

Instead of looking upon a summer devoted to travel as a personal luxury for the teacher, an increasing number of people will view it as an investment by the teacher in an activity to promote the welfare of the pupils of the school.

# SIERRA EDUCATIONAL NEWS

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## Superintendents Convention

Roy W. Cloud

**T**HE annual convention of California county, district and city superintendents of schools convened at Hotel Del Coronado, October 7, 8 and 9. Honorable Vierling Kersey, state superintendent of public instruction, was in charge and presented an exceedingly worthwhile program.

The committee on arrangements was composed of: Will C. Crawford, city superintendent of schools, San Diego, chairman; Mrs. Fred Bethard, president, Ninth District, California Congress of Parents and Teachers, San Diego; H. Horton Blair, president, Principals and Supervisors Club, San Diego; Fred A. Boyer, district superintendent of schools, Coronado; J. Leslie Cutler, secondary schools, Coronado; Armistead B. Carter, member State Board of Education, San Diego; Walter R. Hepner, president, San Diego State College; Ida May Lovejoy, president, San Diego Teachers Association; Mrs. Vesta Muehleisen, director of education, California Pacific International Exposition; Mrs. Paul Schiefer, president, San Diego Council, California Congress of Parents and Teachers; and Ada York, county superintendent of schools, San Diego.

Homer Martin, superintendent, San Mateo high school district, as president of the Association of California Public School Superintendents, presided over the meetings of that organization. David E. Martin, president of the County Superintendent of Schools Association, was in charge of the meetings of his organization.

The Resolutions Committee was composed of chairman, Walter L. Bachrodt, city superintendent of schools, San Jose; Eva Holmes, county superintendent of schools, Napa; Charles Teach, city superintendent of schools, San Luis Obispo; John Gill, district superintendent of schools, Redwood City; Earl Thompson, district superintendent of schools, Claremont; John Franklin West, city superintendent of schools, Albany; Charles C. Hughes, city superintendent of

schools, Sacramento; and James Joyce, city superintendent of schools, Taft.

The opening meeting on Monday morning was conducted by Superintendent Frank A. Bouelle of the Los Angeles city schools. Ada York extended greetings from her co-workers in San Diego county. Honorable Vierling Kersey had as his address, "Education Never Stands Still." Mr. Kersey reviewed past educational procedures and outlined his ideas of a progressive education program for the years to come. In it he outlined a six-point program which he hopes may be the goal of the schools of this state.

It provides: 1—new curricula for the new schools which will cover the life experiences of those passing through the system; 2—a closer federal and state relationship for education; 3—the direct improvement of teaching; 4—further improvement in the policy of public school finance; 5—a new administration and organization; 6—an enlarged program of public relations.

**S**PERINTENDENT JOHN A. SEXSON of the Pasadena schools and president of California Teachers Association, gave an outstanding address on education and democracy. Mr. Sexson's address is presented elsewhere in this issue.

During Monday afternoon the section meeting of the county superintendents was under the direction of President David E. Martin. Pansy Jewett Abbott acted as secretary. Those on the program were: Sam H. Cohn, deputy superintendent of public instruction; Alfred E. Lentz, State Department of Education; Roy W. Cloud; A. R. Clifton, county superintendent of schools, Los Angeles county; John R. Williams, county superintendent, San Joaquin county; Robert L. Bird, superintendent, San Luis Obispo county; and Ray Adkinson, superintendent, Orange county.

### District Superintendents Session

The District Superintendents section was under the direction of chairman Guy A. Weakley, district superintendent of schools, El Centro, with J. Leslie Cutler of Coronado acting as sec-

retary. Those discussing matters of interest were George N. Hale, district superintendent of schools, Azusa; W. Max Smith, district superintendent of schools, Merced; J. Warren Ayer, district superintendent of schools, Monrovia; Dr. Gertrude Laws, chief of the Bureau of Parent Education, State Department of Education; Sam H. Cohn and Alfred E. Lentz.

On the City Superintendents program, which was under the chairmanship of Dr. Edwin A. Lee, superintendent of schools of San Francisco, with O. S. Hubbard, city superintendent of schools, Fresno, acting as secretary, were Dr. W. W. Kemp, dean of the School of Education, University of California; W. L. Blair, managing editor The Pasadena Post, and president of Pasadena City Board of Education; John J. Allen, Jr., president, California School Trustees Association and member, Oakland City Board of Education; Sam H. Cohn; and Alfred E. Lentz. Dr. Jerome O. Cross of Santa Rosa substituted for Walter T. Helms of Richmond and made an able address.

**A**T the college dinner the alumni of the various colleges met together. Walter L. Bachrodt was chairman and an inspirational address on the duty of educators was delivered by Dr. Edwin A. Lee.

On Tuesday a panel conference was conducted with the superintendents participating. Percy R. Davis, city superintendent of schools, Santa Monica, was chairman and Mrs. Muriel Edwards, superintendent of schools of Santa Barbara county, was secretary. The topic of discussion was "The New School Will Be the Product of the New Curriculum." The leaders of the discussion were Dr. Paul R. Hanna, associate professor of education, Stanford University; Helen Heffernan, chief, division of elementary education and rural schools, State Department of Education, who spoke on the technique of current curriculum construction and presented charts to illustrate her ideas; Dr. Aubrey A. Douglass, chief, division of secondary education, State Department of Education, who discussed the program which he hoped to evolve in his division; George H. Merideth, assistant city superintendent of schools, Pasadena, who gave some pertinent ideas on the matter of curriculum construction and the necessity of fitting the curriculum to everyday needs; E. L. Van Dellen, city superintendent of schools, Ventura, reviewed the outstanding points of the previous speakers.

#### The Curriculum Must Fit the Child

L. E. Chenoweth, city superintendent of schools, Bakersfield, followed and brought out the homely illustration that in securing a suit of clothes, it was not the job of the tailor to endeavor to make the customer fit the suit but to fit the suit to the customer, and expressed the hope that the needs of the children of California might be the dominant points of consideration of educators in preparing their various courses of study. Dr. Lewis W. Smith, city superintendent of schools, Berkeley, then closed the discussion by pointing out some real needs that have arisen under present economic conditions.

**P**HI DELTA KAPPA noon luncheon was under the chairmanship of Dr. Jerome O. Cross,

city superintendent of schools, Santa Rosa. Dr. Willard S. Ford, chief deputy superintendent of the schools of Los Angeles city, gave a very splendid address. At the women's luncheon which took place at the same time, Irene T. Heineman, assistant superintendent of public instruction, Los Angeles, presided. Ardella B. Tibby, of the city schools of Compton, addressed this meeting on planning the schoolhouse to fit the new curriculum.

#### County Superintendents Session

Tuesday afternoon in the county superintendent's section, Dr. Frank W. Thomas, president, Fresno State College, talked on the administration for the greatest improvement of instruction, and Dr. C. C. Trillingham, assistant county superintendent of schools, Los Angeles county, explained the teachers institute plan which is conducted by the Los Angeles county superintendent. Mrs. Portia F. Moss, county superintendent of schools, Placer county; B. O. Wilson, county superintendent of schools, Contra Costa county; E. E. Smith, county superintendent of schools, Riverside county; and C. W. Edwards, county superintendent of schools, Fresno county, brought to the attention of the meeting problems which often face county superintendents and which have proved to be exceedingly bothersome. A general discussion then followed which was led by Herbert L. Healy, county superintendent of schools, Kern county.

In the District Superintendents Section, Dr. A. J. Hamilton, president, Chico State College, and E. R. Berry, district superintendent of schools, La Habra, discussed methods by which the greatest improvements might be brought into administration and instruction. Cornelia Plaister, president of the California Library Association and city librarian of San Diego, talked on how the library can best serve the needs of the schools. Miss Ethel I. Baker, district superintendent of schools, Fruittidge, and T. S. MacQuiddy, district superintendent of schools, Watsonville, then presented methods by which administration may be improved. T. L. Whitehead, district superintendent of schools, Woodland, gave the general summations of the discussions.

**I**N the City Superintendents Section Arthur Gould, deputy city superintendent of schools, Los Angeles, and Lester B. Rogers, dean, school of education, University of Southern California, talked on the problem of how the greatest improvement of instruction might be brought to pass, while Walter R. Hepner, president, San Diego State College, Walter L. Bachrodt, Curtis E. Warren, city superintendent of schools, Santa Barbara, Richardson D. White, city superintendent of schools, Glendale, each considered the subjects of practical techniques used in administration for the improvement of instruction. Frank A. Henderson, city superintendent of schools, Santa Ana, led the general discussion which followed.

Two meetings of importance were held on Tuesday evening. The first was the dinner meeting of the California Association of Public School Superintendents. President Homer Martin called on a number of those present, among

whom was Mrs. Vesta Muehleisen who extended an invitation to the superintendents to attend a reception to be given immediately following the business meeting at the California Pacific International Exposition. In behalf of the superintendents, Mr. Martin accepted this gracious invitation and at the close of the business session the superintendents accepted Mrs. Muehleisen's invitation and adjourned to the Exposition. Through Mrs. Muehleisen's courtesy a special performance at the Globe Theater was the entertainment of the evening.

The officers of the Superintendents Association during the past year were Homer Martin, president, and Walter T. Helms, superintendent, Richmond schools, secretary. The officers elected for the coming year are President Cornelius B. Collins, county superintendent of schools, Imperial county, and Richardson D. White, secretary.

#### Panel Conference on Public Relations

On Wednesday the Panel Conference was under the direction of Dr. E. W. Jacobsen, city superintendent of schools, Oakland. The general topic was public relations and publicity. Those participating were Walter L. Bachrodt, W. Harold Kingsley, director of public relations, California Teachers Association, Southern Section; George G. Mullany, director of educational publications, San Francisco city schools; N. H. Hubbard, director of public relations; Affiliated Teacher Organizations of Los Angeles; Roy W. Cloud, and A. I. Stewart, past president, California League of Municipalities. The discussions, summaries, conclusions and recommendations were then made by Dr. Frank W. Hart of the University of California.

ON Wednesday a Fellowship Luncheon was under the direction of Vierling Kersey. Those who addressed the meeting were C. L. Geer, district superintendent of schools, Coalinga; Mrs. B. C. Clark, first vice-president, California Congress of Parents and Teachers; Dr. T. W. MacQuarrie, president, San Jose State College.

#### Problems of the Emergency

The afternoon session was under the direction of J. H. Bradley, city superintendent of schools of Modesto, and the topic of discussion was the problems of the emergency. George C. Mann, chief, division of adult and continuation education, State Department of Education, discussed the emergency education program. Charles Bursch, chief, division of schoolhouse planning, State Department of Education, told of problems which have confronted his department in the schoolhouse reconstruction and building program of the state.

A. A. Knoll, business manager, Long Beach city schools, spoke on the problem of managing a city system under an emergency program. Ruth Macfarlane, assistant director of the National Youth Administration, and Mrs. Estelle G. Livingston, co-ordinator of college and high school aid programs, discussed the Youth Administration.

The meeting then closed by extending a vote of thanks to Superintendent Kersey for the very splendid program which he had presented.

#### Honoring Dr. Cooper

In honor of a worthy school man whose death had lately come to the knowledge of his friends, city superintendent of schools, L. E. Chenoweth, presented a resolution in honor of William John Cooper, former state superintendent of public instruction of California and Commissioner of Education for the United States of America. Mr. Chenoweth's remarks were as follows:

**W**ILLIAM JOHN COOPER, former superintendent of public instruction of the State of California, stalwart defender of education, believer in the principle that each individual is entitled to achieve to the full capacity of his abilities and character, nationally honored and known as a scholar and an educator, has been summoned by the Great Teacher of all to eternal rest.

*"Because the road was steep and long,  
And through a dark and lonely lane,  
God set upon his lips a song,  
And put a lantern in his hand."*

He has cast the torch of education to other hands to carry, but in death the friendships he formed as he journeyed along the pathway of an all too brief, yet effective, useful and clean courageous life, mid sunshine, shadow, strife, and will not be forgotten. Our memories of this splendid molder of achievement will ever be fine and sweet.

Student, leader, friend—such was William John Cooper, our own co-worker, helper and guide. No marble shaft or statue of enduring bronze fabricated by human hands could fully mark his passing from our midst; but his memory will be etched ever upon human hearts, the grateful hearts of boys and girls, and of the educational and lay brotherhood of our commonwealth who profited by his having lived.

In convention assembled, by resolution, we pay this tribute of memory to one whose soul is entrusted into the hands of his Maker, and express our deep sorrow and sympathy to the loved ones of his family.

*The Superintendents of the Schools of California, by Lawrence E. Chenoweth, Chairman, Portia F. Moss, Elmer L. Cave, Committee.*

*Resolution unanimously adopted at the recent San Diego convention of California School Superintendents. See also our October issue, page 63, and this issue, page 35.—Ed.*

## California Teachers Association Looks at Education

JOHN A. SEXSON, *President*

THE problems of public education are at the forefront of public interest and public concern. Superficially, there appears to be a sharp demarcation between those who favor public education and those who oppose it. There is a disposition to regard anyone who criticizes public education, or who questions its present cost or program, as an avowed reactionary, and to classify those who are engaged in teaching, or whose children are the beneficiaries of the schools, as blind, unreasoning advocates of unlimited free, public educational offerings, regardless of cost or serviceableness.

Both of these views are obviously out of harmony with the facts. Paid propagandists on both sides of the issue strive to exaggerate differences of opinion, and, in so doing, to gain whatever advantage may accrue to their particular interest by radical, ex parte presentations of these differences. The result is a continuous state of unrest throughout the country.

First one and then the other of these minority groups gain the ascendancy, and the schools in the area affected are alternately plunged into a period of curtailment amounting to complete emasculation, or are expanded beyond reasonable and defensible limits in the light of available funds.

Education is a continuing social need. It is one of the indispensable services of government. Under no defensible concept of an operating democracy, may it be curtailed below the point at which it may acceptably meet the needs of the community, nor may it be expanded beyond the true ability of the people to pay its costs.

There is a practical, defensible, serviceable level of educational service, easily within the true ability of the people to support, and easily attained by intelligent planning and co-operation on the part of the thinking people of the several communities. It is to the accomplishment of this desirable outcome that the California Teachers Association is committed.

For the attainment of these purposes, it is definitely committed to certain policies. These may be briefly outlined somewhat as follows:

1. Professional solidarity. A dynamic, forward-looking association of teachers voluntarily co-operating to promote professional improvement among their members with respect to all types and kinds of public service wherein teachers may, by intelligent co-operation, contribute to social progress and improvement.
2. A program of interchange and exchange of ideas, materials, methods, and practices serviceable in the improvement of the learning situation, and in the improvement of the educational experience of children.
3. A continuing extension of the learning situation into more and more of the problem situations of our several communities, and of our state, that our citizens may, through intelligence and through action based on thoughtful planning, arrive at better and better solutions of their common problems, more particularly with respect to those problems arising out of the control and conduct of the agencies of public education.
4. The preservation and protection of our own professional integrity, by safeguarding the members of our profession from loss of teaching opportunities, or curtailment of freedom with respect to professional obligations, by intimidation, political interference, or threat by those who, through ignorance, selfishness, or vested interest, would thwart the constructive forces of a truly democratic society, and thereby substitute the will of the few, the powerful, the ignorant, or the selfish for the will of the many.
5. The application of all the resources of our organization, both material and human, to safeguard and to perpetuate in America a truly democratic way of life: a society

wherein human personality is preserved and respected; wherein all men shall be free to participate in all aspects of the common life and share in those values that contribute to human happiness and enrichment; wherein the doors of opportunity shall swing open to each, according to his worth, regardless of race, color, or station; wherein authority shall be retained by the people, and shall be utilized for the benefit of all; and, finally, wherein there shall be unrestricted opportunity for continuous improvement with respect to all aspects of individual and group life, through universal participation in a continuous improvement of our culture.

### A Free System of Public Schools

California Teachers Association is committed to a free system of public schools adequate to the needs of childhood and youth, regardless of individual differences, whether they be mental, physical, social, economic, or biological; and to the provision, at public expense, of the agencies requisite for such service.

The association is further committed to the control and operation of these schools by the people through the operation of recognized principles applicable within a democratic society; and, finally, to the full consecration of each and every teacher in California to an unremitting effort to make all possible progress to that degree of professional skill and attainment consistent with the high standards above enumerated.

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## The Retirement Salary Law

RALPH R. NELSON, *Consulting Actuary, California Public School Teachers Retirement Salary System*

THE new Retirement Salary Law gives persons who were subject to the law prior to July 1, 1935, the option of making annuity deposits to provide for themselves an annuity in addition to the pension of \$600 per year payable from the permanent fund upon retirement after at least thirty years service.

The annuity deposits also will provide an annuity in addition to the pro rata pension allowable upon retirement for disability prior to completion of thirty years of service.

Under the new law, annuity deposits, plus interest, and the permanent fund deposits (\$24 per year), without interest, made on and after July 1, 1935, will be paid to the estate or designated beneficiary upon the death, prior to retirement, of any person who has made such contributions, or paid direct to the person, himself, upon discharge or resignation.

Forms for election to make annuity deposits, and also for the designation of beneficiaries to receive payments at death prior to retirement, are now being printed and will be distributed

through county superintendents in the near future.

To assist any individual in deciding whether to make annuity deposits, tables have been prepared giving the approximate annuity which will be provided at various retirement ages, by \$10 per year contributed over different periods. In using these tables, it must be remembered that the amounts shown therein are not guaranteed, but that the tables will be revised in the light of the experience as to interest earnings and mortality among retired persons under the annuity fund. Such revision is definitely required by the Retirement Law. It is not expected that any radical changes will be necessary, but under no circumstances should the tables be considered as final.

Smaller annuities are shown for women because, on the basis of experience in every similar fund, women live longer than men after retirement, and consequently a given sum will not provide as large an annuity for them as it will for men.

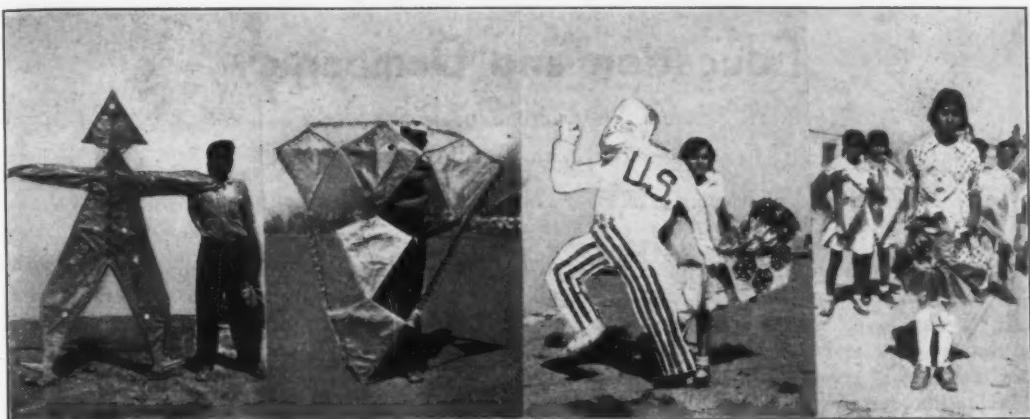
Approximate amounts of monthly payments to continue throughout life which will be provided upon retirement for service as distinguished from disability, at various ages, by the deposit in the Teachers Annuity Deposit Fund of \$10 per year beginning at various ages and continuing to retirement.

This table is subject to change in the light of experience under the Annuity Fund and is to be considered only in connection with the explanatory paragraphs preceding.

Table I. WOMEN

Exact Age at which Deposits Begin	Retirement Age												
	55	56	57	58	59	60	61	62	63	64	65	66	67
21	\$4.37	\$4.70	\$5.06	\$5.45	\$5.87	\$6.32	\$6.81	\$7.34	\$7.91	\$8.54	\$9.22	\$9.97	\$10.78
22	4.14	4.46	4.80	5.17	5.57	6.01	6.48	6.98	7.54	8.14	8.79	9.50	10.28
23	3.92	4.23	4.56	4.91	5.29	5.71	6.16	6.64	7.17	7.75	8.37	9.06	9.80
24	3.71	4.00	4.32	4.66	5.02	5.42	5.85	6.32	6.83	7.38	7.98	8.63	9.35
25	3.51	3.79	4.09	4.41	4.77	5.15	5.56	6.01	6.49	7.02	7.59	8.22	8.90
26	3.31	3.58	3.87	4.18	4.52	4.88	5.28	5.70	6.17	6.67	7.22	7.82	8.48
27	3.13	3.38	3.66	3.96	4.28	4.63	5.00	5.41	5.86	6.34	6.87	7.44	8.07
28	2.95	3.19	3.45	3.74	4.05	4.38	4.74	5.13	5.56	6.02	6.53	7.08	7.68
29	2.77	3.01	3.26	3.53	3.83	4.15	4.49	4.87	5.27	5.72	6.20	6.73	7.30
30	2.61	2.83	3.07	3.33	3.61	3.92	4.25	4.61	5.00	5.42	5.88	6.39	6.94
31	2.44	2.66	2.89	3.14	3.41	3.70	4.02	4.36	4.73	5.14	5.58	6.06	6.59
32	2.29	2.50	2.72	2.95	3.21	3.49	3.79	4.12	4.48	4.87	5.29	5.75	6.26
33	2.14	2.34	2.55	2.78	3.02	3.29	3.58	3.89	4.23	4.61	5.01	5.45	5.93
34	2.00	2.19	2.39	2.61	2.84	3.10	3.37	3.67	4.00	4.35	4.74	5.16	5.62
35	1.86	2.04	2.23	2.44	2.67	2.91	3.17	3.46	3.77	4.11	4.48	4.89	5.33
36	1.73	1.90	2.08	2.28	2.50	2.73	2.98	3.26	3.55	3.88	4.23	4.62	5.04
37	1.60	1.77	1.94	2.13	2.34	2.56	2.80	3.06	3.35	3.66	3.99	4.36	4.76
38	1.48	1.64	1.80	1.99	2.18	2.39	2.62	2.87	3.14	3.44	3.76	4.11	4.50
39	1.37	1.51	1.67	1.84	2.03	2.23	2.45	2.69	2.95	3.23	3.54	3.88	4.24
40	1.25	1.39	1.55	1.71	1.89	2.08	2.29	2.52	2.76	3.03	3.33	3.65	4.00
41	1.14	1.28	1.42	1.58	1.75	1.93	2.13	2.35	2.59	2.84	3.12	3.43	3.76
42	1.04	1.17	1.31	1.46	1.62	1.79	1.98	2.19	2.41	2.66	2.93	3.22	3.54
43	.94	1.06	1.19	1.34	1.49	1.66	1.84	2.03	2.25	2.48	2.74	3.02	3.32
44	.84	.96	1.08	1.22	1.37	1.52	1.70	1.88	2.09	2.31	2.55	2.82	3.11
45	.75	.86	.98	1.11	1.25	1.40	1.56	1.74	1.94	2.15	2.38	2.63	2.91
46	.66	.77	.88	1.00	1.13	1.28	1.43	1.60	1.79	1.99	2.21	2.45	2.72
47	.58	.68	.78	.90	1.03	1.16	1.31	1.47	1.65	1.84	2.05	2.28	2.53
48	.49	.59	.69	.80	.92	1.05	1.19	1.34	1.51	1.69	1.89	2.11	2.35
49	.41	.50	.60	.71	.82	.94	1.08	1.22	1.38	1.55	1.74	1.95	2.18
50	.34	.42	.52	.61	.72	.84	.97	1.10	1.26	1.42	1.60	1.80	2.01
51	.27	.35	.43	.53	.63	.74	.86	.99	1.13	1.29	1.46	1.65	1.85
52	.20	.27	.35	.44	.54	.64	.76	.88	1.02	1.17	1.33	1.51	1.70
53	.13	.20	.28	.36	.45	.55	.66	.78	.91	1.05	1.20	1.37	1.55
54	.06	.13	.20	.28	.37	.46	.57	.68	.80	.93	1.08	1.24	1.41
55	.06	.13	.21	.29	.38	.48	.58	.70	.82	.96	1.11	1.28	
56	.07	.14	.21	.30	.39	.49	.60	.72	.85	.99	1.15		
57		.07	.14	.22	.30	.40	.50	.61	.74	.87	1.02		
58			.07	.14	.22	.31	.41	.51	.63	.76	.90		
59				.07	.15	.23	.32	.42	.53	.65	.78		
60					.07	.15	.24	.33	.43	.55	.67		
61						.07	.15	.24	.34	.45	.56		
62							.08	.16	.25	.35	.46		

(Please turn to Page 49)



"Three hundred contestants took their places in the line of march."

## Kite Festival

LULA WALKER, *Santa Ana*

**O**N a Friday afternoon the pupils of the Fremont Mexican School in Santa Ana held its annual kite festival under the direction of the principal, Mrs. Edith Gilbert. For 7 years this has been an outstanding event in the school's activities.

A heavily overcast sky on the day of the contest did not affect the enthusiasm of the 300 contestants who took their places in the line of march. With their entries proudly held aloft, they eagerly awaited the decision of the judges. With prizes offered for the smallest kite as well as the largest, the kites ranged in size from a mere pinhead, to the mammoth prize winner measuring over 10 feet in height. The wide range of classes in which kites might be entered gave an opportunity for display of much artistic talent as well as skill in construction. Micky Mouse, Sunbonnet babies, NRA insignia, and replicas of Uncle Sam were only a few of the clever designs represented.

At last the judges succeeded in the difficult task of selecting the funniest, the most patriotic, most artistic, and the best constructed, but the strongest pullers and highest flyers were yet to have their innings. Hundreds of yards of string were unwound and dozens of gaily-colored kites began to take the air.

And what a pageant of color as they rose against the dark background of clouds! Higher and higher went the kites, until some were a mere speck in the distance. Excited owners urged the judges to "just feel the pull." When even the highest flyers had begun to descend, the principal announced the distribution of prizes. Around a big box heaped high with

neatly wrapped packages gathered the happy winners. For the most part the prizes consisted of practical articles of food and clothing. Every child who had prepared an entry was remembered in some way.

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## Three Books For Young People

**W**ILLIAM MORROW and Company have brought out three interesting, illustrated story-books for young people. "Madagascar Jack," by Stackpole, is the story of a Nantucket Whaler by the well-known author of "Smuggler's Luck" and "You Fight for Treasure." "Split Seconds," by Schultz, are tales of the cinder track with an introduction by Grantland Rice. "Hurrican Pinto," by Hinkle, author of "Tawny," "Black Storm," "Silver," etc., is another adventuresome and well-written horse story.

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## Santa Barbara Home Economics Head

**J**EAN TRAVIS KRUEGER, former faculty member University of Wisconsin, is now head of the home economics department Santa Barbara State College. Miss Krueger succeeds Charlotte Ebbets, who for 21 years was head of a home economics department which grew from the first cooking school on the Pacific Coast, founded in Santa Barbara in 1891 by Anna C. S. Blake.

The new head of home economics has had considerable experience in California, having taught at San Diego State College, and in the summer session at the University of California. She was the first to teach courses in food study and preparation in San Francisco high schools. At the University of Wisconsin Miss Krueger was associate professor of home economics and, at one time, acting head of the department. She has also served as dean of home economics, Michigan State College, and as secretary of American Home Economics Association.—Della Haverland, Lincoln Librarian, Santa Barbara State College.

## Education and Democracy

JOHN A. SEXSON, *Superintendent of Schools, Pasadena;  
President, California Teachers Association*

*Address presented at opening session of Annual Conference of California Association of  
Public School Superintendents held at Hotel Coronado, October 7-8-9, 1935*

**I**T is our custom in America to refer to democracy as a co-operative enterprise and thereby to infer that it is easy of accomplishment. Yet even a casual examination of our history will reveal that, while the situations confronting our forefathers as they established our democracy were simple, the problems involved therein were complex and puzzling.

For example, it does seem to be a comparatively simple act for a group of dissatisfied pilgrims to have chartered a boat and to have left for a new and unsettled country when they found the conditions under which they were living to be intolerable and any hope of improvement unlikely. In fact, colonization in new and readily available areas was clearly indicated.

However, it is equally plain that the problem which confronted these same pilgrims, when they assembled to draw up what we know as the "Mayflower Compact," was far from a simple one. They were then faced with age-old complications and must formulate new principles, establish new procedures, and apply untried formulas of government if they hoped to escape conditions far worse than those from which they fled. This illustrates the continuing problem of a democratic society. We envision a far better society than we are able to produce. We fail, not with respect to ideals, but rather with respect to their practical realization.

In no area is this concept more applicable than with respect to schools—education. Without much dissent, and with striking agreement, the founders of our Nation voiced their faith in free, universal education as the essential element in a democratic society. Yet these same founders failed to make any provision for education in the Federal Constitution; and, for nearly a century after the founding of the Nation, little practical progress was made in establishing even the schools necessary for educational opportunities at the most rudimentary levels.

For a little less than a century, and with increasing tempo for the later period from 1890 to 1929, progress in popularizing free, universal education went forward. Indeed, some thought in the 1920's that we were "over the top"—that

free, universal educational opportunities from the kindergarten through the university were well toward accomplishment.

But, we now face unexpected dilemmas. First of all, education which begins at the kindergarten is now recognized as starting four or five years too late; and, second, we are more than aware that financial support for our system of public education at even the present level is threatening to break. Indeed, one might truthfully say that it has already broken and has left many of our schools totally inoperative, or, at best, as more or less futile instruments of the culture they are designed to nourish.

This is true despite the obvious fact that school administration and the recognition of the influence and responsibility of the school administrator have grown steadily for more than three-quarters of a century. The accomplishments of administrators in such fields as building construction, operation and maintenance, organization and supervision of the teaching corps, the business management of public school systems, etc., are duly recorded in prolific tomes on school administration, and are eagerly studied by prospective administrators as sine qua non to participation and promotion in the field.

One wonders if the faith in our past achievements is well-grounded, and if, in fact, any amount of knowledge of the techniques of administrative routine does, after all, hold much promise for the future, either for the cause of public education or for the promotion of the individual administrator.

There is a growing suspicion that the doing well of things which ought not to be done at all, or which, if done, fail in their accomplishment to produce a serviceable school system, is, at best, poor school administration. Success, however complete with respect to only the unimportant minutiae of education, is, after all, a Punic victory. The greater such success, the more inevitable the collapse of our present system.

**T**HE point that many seem to miss is that education in the United States has become inextricably intertwined with the economic, po-

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*litical, social, moral, and aesthetic life and welfare of the American people.*

Therefore, its values must be reflected in the effect it produces within these fields. If education, costing as it does a considerable portion of the social income, comes to have little or no social implication, it is inevitable that it should come to be regarded as parasitic, feeding off the body politic but contributing in no adequate way to its well-being.

Wherein, then, lies security and stability for our public schools? Surely in the constructive relationships between the school and the learner. Such truisms as "the schools exist for the children" are meaningless if they imply only that the children are the sole consumers of such educational offerings as we are prepared to make. They become meaningful only as we demonstrate that our schools meet child needs in such a society as ours.

In short, our long-time educational problem in America is that of our philosophy of education, the goals or purposes of our system of public schools, and a practical working technique for making progress thereto. In all of these fields, the present performance of administrators leaves much to be desired. Some of the failure is inherent in conditions existing within our social order, such as the controls operative with respect to schools; others are clearly problems of financial support, involving as they do far-reaching economic and social problems, including basic problems of taxation.

All of you recognize the fundamental character of the issues relating to curriculum. There can be no question but that we must shift the emphasis from one of "universal educational opportunity," or from "more education," to an honest endeavor to offer a type of education that contributes significantly to the achievement of desirable goals for both the individual and the society. Just as the curriculum is fundamentally important, so also is the institutional expression of the agency of education — the school. Here come the local problems of personnel, buildings, equipment, support, and that long list of pressing problems with which we are all painfully familiar. There follows those other problems of county, state, and national participation, organization, and support, all of which clamor for continuous modification and readjustment.

**I**F this were a laboratory project of such a character that we were able to retire behind closed doors and devise idealistic, Utopian adjustments unhampered by the stern realities and

limitations of the practical situation, the task would be difficult enough. But, the situation is far from this. Modification and readjustment must go on in a crowded social arena wherein momentous struggles and contests are in continuous progress. The right and the responsibility for the outcomes of these educational issues rest with the people—with the public.

Along with this amazing mobility and complexity, there has run a marked indifference to the interrelation among the parts of our huge social systems. Powerful individuals and groups have gone their own way without realizing the meaning of the old phrase, "No man liveth unto himself."

### 30 Million Secret Grips

The vast number of occupational, industrial, political, religious, and social groups is almost beyond comprehension. Societies to foster some feeling, promote some idea, sell some gadget, protect some interest, gain some advantage, or regulate some custom, are so numerous that no catalog of even their names, much less their purposes, could conceivably be compiled. With an adult population of 60 millions, we have 800 secret orders with 30 million members—over half of us wear a badge, a watch charm, or a ribbon, and possess a characteristic hand-shake.

The old American community, with its solidarity, its community of interests, institutions, customs, and neighborliness, has been supplanted by a society of complex social groupings, occupying neighborhoods, but presenting, in fact, a conglomeration of occupational, social, religious, racial, national, political, economic, professional, and vested interest groups.

It is out of such a situation that democracy must operate. The right to rule resides in the people; the people must think for themselves, must solve their problems, must build and operate their institutions and set up their effective controls toward desired goals. If they fail, they cannot rule.

Some advantage is gained, as Professor J. Stanley Gray ably points out, by setting up a representative democracy and leaving our problems to those elected for this purpose; but, even then, only those who elect can judge the efficiency of those who govern. The duties of citizenship are onerous and unremitting. They involve the ability, the willingness, and the obligation of thinking, or, as most often stated, problem solving.

There is little evidence that administrators and teachers are conscious of these facts. Despite our occasional successes in dealing with such conditions, our record, taken as a whole, is dis-

appointing. Social planning is admittedly difficult and progress therein necessarily slow and halting, but even these conditions do not excuse those who direct our educational program if they disregard the problem.

*We are the first to proclaim that education is the hand-maiden of democracy, that it is essential for the preservation of democracy, that through it alone may America conserve its heritage of freedom, equality, and justice.*

It is, therefore, essential if we are to maintain the integrity of our own profession and conserve the respect and confidence of the public that we see to it that our schools operate within those areas significant to the realization of these ends.

**T**WO major factors are involved if we are to make progress. The first has to do with the learner—increased information as to his nature, his needs, and his potentialities; the second, with increased understanding of the learning process, what it is, how it takes place, when it has been effected. In the terms of a modern philosophy of education, we may say that education is "a process of growth through the reconstruction of experience toward the best possible outcomes for the individual and of the society of which he is a part."

Going further, we may say that **desirable outcomes for the individual** are evidenced by:

1. An enriched sense of values, appreciations, attitudes, responses, and behaviors.
2. A scientific outlook and a scientific method as he pursues both his vocation and his avocation.
3. A growing sense of social consciousness of responsibility in such matters as honesty, morality, etc., affecting the personality and the happiness of others.

**Desirable outcomes for society** are evidenced by:

1. A civilization in which there are increasingly those values which enrich the lives of the members of the society—as Doctor Kilpatrick so convincingly repeats, "the rapid and continued improvement of the culture that nourishes us."
2. A world in which the wealth, the beauty, and the imperishable values are conserved, improved, and made increasingly available for the use and enjoyment of all mankind.
3. A developing world society and world economy where personality may expand to its full potentiality.

In the light of these conditions, and few would claim that the picture is overdrawn, we

may well give some thanks for democracy and for the blessings which democracy has brought to America. Not only this, but we may properly consider the possible contribution of free public schools to the preservation of these conditions, both for ourselves and our posterity.

#### The Sacredness of Human Personality

Democracy rests on the doctrine of the preciousness of human life, of the inviolate sacredness of human personality, of the worth and dignity of man as man, because he has in him the potentiality for great things. Democracy affirms that any individual has a right to a sphere of freedom in which to develop the best that is in him, to live his own life, to think and speak his own thoughts, and to seek his own spiritual salvation without trespass upon the equal rights of others. It is this doctrine that challenges us to evolve and to apply a philosophy and a practice that emphasizes the importance and increases the recognition of the learner.

Two thousand years ago, a great Teacher said, "Suffer the little children to come unto me," recognizing in these children and in ministering to their needs the hope of the Kingdom He represented on earth.

**I**N the frontispiece of a recent book on education, there is this quotation:

*Greeting his pupils, the master asked:  
What would you learn of me?*

*And the reply came:*

*How shall we care for our bodies?  
How shall we rear our children?  
How shall we work together?  
How shall we live with our fellowmen?  
How shall we play?*

*For what ends shall we live?*

*And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things<sup>1</sup>.*

The administrator has no choice in the light of these considerations. He must examine his school in the light of the needs of the learner. No matter how much he may value education "as it has been going on," he cannot approach the problem of the modern school and be oblivious of the learner and the just demands of the learner that his problems, his needs, his goals, be given rational consideration.

This precludes, not necessarily all the curriculum, organization, and method of the pres-

<sup>1</sup>. J. C. Chapman and G. S. Counts, *Principles of Education*.

ent, but only their proper place in a workable plan for today—modified where modification is indicated in the light of new needs, individual and social, and applied in such a way as will enable the school to make a recognized contribution to the improvement of our culture.

We must begin with the learning process. What happens when we learn? What happens when we learn to swim, to play tennis, to solve a problem, or to admire a sunset? What happens to change us from "the self-centered infant" mewling and puking in the nurse's arms to him that "God hath created in His own image"—"Heaven's masterpiece?"

#### The Learner Comes First

Three schools of psychologists attempt the answer: Thorndike, with his association bonds; Watson, with his behaviorism; and Wortheimer, with his Gestalt or pattern. While these schools may differ, they give a common recognition to the learner. Under no one of these schools may we set a child down in a classroom autocratically controlled, teacher dominated, and dedicated to a fixed, static curriculum, and, in such a situation, develop a citizen conditioned to a democratic society.

Our practice is decades behind our theory. We know better than we do, despite our caviling about the relative merits of progressive education and unit activities. We are all of us conscious that much of present practice is unsound from every philosophical and psychological approach.

These principles cannot be ignored in any learning situation if learning is to result. But a few visits to classrooms in most school systems will convince the visitor that they are consistently ignored, from the superintendent's office to the kindergarten, and on through the home to infancy itself.

Throughout our total society, we consciously and unconsciously contribute to our bewilderment and to the detriment of our culture. We set agency against agency, influence against influence, and, by a divided culture, produce increasingly divided personalities.

**E**NVIRO NMENT influences learning. Of this truism, there can be no doubt. As Doctor Kilpatrick says, it is the total culture that educates. How many administrators are conscious of the total environment of the learner or even of what part the school itself, as now conducted, constitutes of that total environment, much less how much the total learn-

ing of the individual is shaped by his school and how much by other physical, psychological, and social factors? The school as now conceived is far from an all-inclusive institution.

Drive along our highways and observe what is happening in the schoolyards of America—for the most part unsupervised and undirected. Observe the physical surroundings of the average school. Contemplate the possibilities for a "rich learning experience" within the walls of the average schoolroom.

Can any thoughtful person become overly enthusiastic as to the outcomes of an educational program that must go forward under existing conditions? Add to these considerations the total scene of our present social order and envision the place of the school of today therein, and you begin to approach a realistic concept of our educational problem.

In the center of the stage, however one conceives the school, sits the child—the learner; by his side, stands his teacher. In the relationships established between these two main characters, the play must proceed. What are the possibilities for teaching? In theory, these possibilities are limitless. It is easy to paint in glowing terms idealistic outcomes for both the individual and for the society, and place our faith in their attainment in our teaching—for all humanity are teachers, a few in the classroom, many more in the home, and practically all in some significant human relationship. It is only as we contemplate our glaring failures that we realize how far we must go in improving our teaching if we are to retain even our present status.

#### Widespread Breakdown of Institutions

Deep-seated maladjustments confront us on every hand. There is a widespread breakdown of institutions, ideals, attitudes, and patterns of living. Social workers, probing into the lives of millions of unemployed and persons on relief, gravely shake their heads at questions as to the probable future of these persons in terms of their serviceableness to themselves or to our society. They must be taught, or, better, they must learn a new way of life—they must modify their attitudes, their skills, and their knowledge in the light of new conditions.

Part of these learnings must spring from new environment—a society wherein some of the "dog-eat-dog" competition has been replaced by a spirit of co-operation and of higher regard for human rights and human personality. We must teach in these areas by example as well as by

precept—and example is by far the more important.

**T**HERE is a growing realization that society itself has a heavy responsibility for the individual and for the outcomes for individuals.

For years, we proceeded under an old theological concept that a man is master of his soul—that individuals, by the exercise of their own free will, controlled their destinies. We girded man for the conquest of the moral, social, and spiritual as we girded him for the physical, and placed upon his shoulders full responsibility for the results. He worked and prayed his way to salvation, or slid ignominiously to damnation under his own power.

#### A Willy-nilly Social Scene

We spent our time and effort on planning the individual's life, and let the social scene in which he was to live grow willy-nilly. Such an attitude and such a philosophy led to blaming education in home, church, and school for whatever happened to the individual. We placed supreme faith in education, we charged it with responsibility for all that came into human experience, and yet we confined its attention to a narrow catalog of academic facts and a narrow range of scholastic skills and blindly hoped that we might thereby move the world.

It becomes more and more apparent that we must take a realistic attitude toward our problem, or progressively discredit our endeavors. As between those who advocate that the schools must build a new social order and those who supinely permit the schools and education to be charged with responsibility for all the maladjustments of the world, individual and social, there is not much to choose.

To blandly proclaim that education is a cure-all, and make no effort to apply it to our ills, is quite as indefensible as to project it into situations and utilize it for purposes for which it is clearly no antidote. The ultra-conservative may be quite as dangerous as the blatant progressive. An intelligent approach to teaching with respect to goals, purposes, and outcomes is a sine qua non to a functioning system of public schools.

I do not propose to discuss the minutiae of educational method or of school administration. I am not attempting to prescribe a curriculum or to outline a course of study. I seek only to focus the attention of administrators on what, to me, are basic problems in education. I have little sympathy with those who attribute the shortcomings of our schools to the failure of

our teachers to succeed up to acceptable standards of achievement with our curriculum as now prescribed.

Admittedly, it is the responsibility of the teacher to achieve acceptable standards of achievement, but it is the responsibility of the administrator to see that the teacher operates out of a proper frame of reference, with respect to desirable outcomes and in conformity with recognized principles of learning.

To this end, certain procedures are definitely indicated.

*First is the broadening of the educational process—or learning technique—with respect to an increasing number of problems.*

If we are moving toward a "problem-solving" kind of education, then we must extend our learnings into increasingly significant situations. The doors and windows of our schools must be flung open and the problems of the learner, wherever, whomever, and whatever his problems, must become the concern of the school, and the school must operate significantly with respect to these problems.

This means that we must orient ourselves, our teachers, with respect to the problems of the learner, the problems of the school, the problems of education, and the problems of the society; that we must improve our behavior, and that of our faculty, with respect to the conduct of an acceptable educational program, and, at the same time, strengthen the support of the program on the part of the community by establishing a more intelligent and a more understanding point of view. Public education must depend for its support, not upon the political acumen of its devotees, but rather upon the appreciations which its services arouse in the public mind.

#### We Must Understand Society

*Second, efficiency in school administration will, in the decade ahead, reside far more in the breadth of understanding of its administrators with respect to the more significant problems of our society.*

Administration will necessarily turn its attention more to social policy and less to the minutiae of operative routine. Only in this way may our schools occupy a strategic position in our society, either with respect to financial support or significant service. The sooner we begin to operate with respect to these more significant problems and move away from the mechanical details of routine, the sooner will the public, and more especially the parents of children, value and respect our leadership.

**N**UMEROUS programs for broadening the educational program have been formulated. Indeed, our major accomplishments seem to consist in formulating high-sounding programs of such general pronouncements that we may do nothing practical toward their accomplishment and yet escape conviction on charges of criminal negligence or professional malpractice. I shall not presume to add to the voluminous literature in this field. May I, in conclusion, present for your consideration one of the best and most suggestive programs that has come to my attention? I quote from California authorities, Doctors Walter G. Beach and Edward E. Walker, of Stanford University. These men advise that progress must be made toward:

1. Higher ideals relating to such things as human values, personal culture, useful work, peace-time patriotism and heroism, and the individual's responsibility to the group.

2. A minimum standard of economic welfare, guaranteed by society to all individuals and groups. Each worker will be assured a wage adequate to maintain his family and to educate his children. Through systems of insurance, society will assume responsibility for those handicapped by poverty, old age, accident, and unemployment.

Industrial emphasis will be upon planned efforts to maintain a high standard of living for all, rather than a standard of "high living" for a few. With statesmanship and industrial leadership directed toward such ends, fears of either overpopulation or economic overproduction will disappear, for the birth-rate will tend to equalize among all social classes as the general standard of living rises.

Better housing can prevail, and city slums will gradually be eliminated. A major blow will thus have been struck at the social conditions which contribute to dependency and delinquency.

3. Careful planning of the growth of cities and their environs in the interest of health, safety, beauty, and convenience.

4. A revived and enlarged neighborhood and community life in city and country. Such programs break down distrust growing out of ignorance and misunderstanding.

5. Harmonious race relations, based upon mutual respect for the cultural heritages of one another and rooted in high standards of general economic welfare, which will encourage the highest development of each race and discourage the exploitation of any social group for profit.

6. A socialized medical program, emphasizing preventive measures and adequate medical, dental, and hospital care for all elements of the population at reasonable cost.

7. Complete protection of children from harmful labor and from degrading influences. The importance of childhood years is becoming continually more apparent as we learn how fully society molds our personalities in the years before marriage.

8. A socialized religious program, one which will be based upon recognition of the tremendous power of the church as an agency for shaping and maintaining high ideals for social guidance.

9. Socialized law and legal procedure under which human life and happiness will stand above property, where justice will not depend upon wealth and position, and where the treatment of anti-social behavior will be according to scientific methods, rather than an antiquated legalism.

10. An expanded educational program, one which assures carefully planned general and vocational training to all the children of all the people, and which will provide training for adults in vocations, citizenship, and leisure-time activities. A program of this kind will be recognized as broader than the school, and will make use of homes, libraries, churches, lecture halls, and other community agencies.

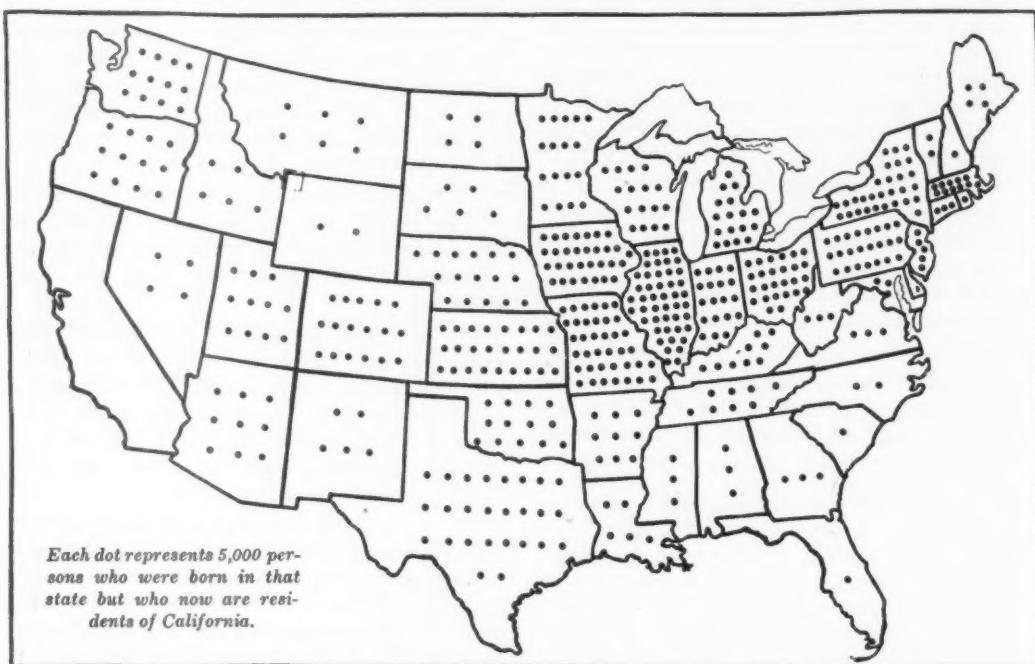
11. International co-operation for the complete elimination of war. Unless patriotism rests upon something more constructive than war tradition, and unless a majority of our population openly opposes the useless waste of life and wealth poured into war and warlike preparation, this modern barbarism may be the means of overthrowing civilization. No one would be so bold as to claim that the World War brought any benefits; yet the world has hardly begun to liquidate its cost in money, human life, and social idealism.

12. Dependence of society upon scientific knowledge and methods, not only to save apple orchards and cotton crops, but also in matters of human social relationship<sup>2</sup>.

As administrators, as educational statesmen, as those charged with the responsibility for leadership in the field of public education—the most important of all governmental services in a democratic society, I urge upon you the vital importance of the effective accomplishment of your professional obligations.

2. Walter Greenwood Beach and Edward Everett Walker, *American Social Problems*, pp. 335-338.

## California Argument for Federal Aid



**D**R. WALTER CROSBY EELLS, professor of education, Stanford University, recently presented in *The Nation's Schools* an effective California argument for federal aid. He shows that California ranks relatively high, not only in ability to support education but also in the excellence of its schools. For many years all surveys and ratings have placed California at or near the head of the list. Dr. Eells shows that now 57% of California's American-born population were born in other states. Less than 2 million of California's 4½ million American-born are native sons and daughters. The above map shows the contributions of the other 47 states to the 1930 population of California. Obviously California has a vital and profound interest in the development of good educational systems in every state.

### Winter Sports Film for Schools

**W**INTER, that glorious season of the year which makes possible zestful, health-giving fun in the snow and on the ice, will soon be with us.

A new film, showing every kind of entertainment in the snows of California, is now ready for distribution. Gorgeous scenery, snow frolics, tobogganing, skiing, ski-jumping, dog-team rides, sleigh rides, fancy skating, speed-skating, fun at night around the huge log fires and the thousand and one things that make the time in the snow pass all too quickly, are included in this 16 mm., 2-reel film.

It is available for free distribution to schools, colleges, and any other groups that desire a Winter Sports entertainment. Address your request for bookings to Winter Sports Committee, California State Chamber of Commerce, Ferry Building, San Francisco.

### Research in Rural Education

**H**OWARD A. DAWSON has joined the headquarters staff, National Education Association, as assistant director, research division, to have special charge of problems of education in rural areas and to look after the interests of the Department of Rural Education. Dr. Dawson came to the headquarters staff from the United States Office of Education, to which he had been called early in 1934 as consultant in school administration and finance. In this position he set up a plan for the administration of rural school aid by the Federal Emergency Relief Administration. The plan resulted in substantial relief to the rural schools of 33 states. His testimony before committees of the United States Congress in connection with this project marked him as one of the best informed advocates of rural education in the United States.

## California's Beautiful Schoolhouses

**L**EE SHIPPEY, whose daily column on the editorial page of the Los Angeles Times gives life, vigor and sparkle to that page, in a recent issue makes interesting observations on California schoolhouses. He speaks primarily of Southern California schools but his observations apply to conditions prevailing in other parts of the State.

According to Mr. Shippey there are 871 schools complete, or under construction or reconstruction in the Los Angeles area. He quotes Doyt Early, supervising architect for the state division of schoolhouse planning, as saying "that where beautiful schools come in, bad habits go out."

**C**ALEIFORNIA is becoming known as the State of beautiful schoolhouses.

Every knock is a boost and every disaster an eventual blessing in the progress of California schools. For years the division of schoolhouse planning of the State Education Department has been working for safety, beauty and utility such as were undreamed of in the days of the little red schoolhouse.

And the damage done by earth tremors has brought all the cities not under the supervision of that board heartily in line with its efforts. The schools which have been rebuilt recently or are being rebuilt will give Southern California the most beautiful and efficient school plants to be found scattered through any area of equal size.

And when it comes to safety, these new or rebuilt schools are capable of resisting any of the earth shocks recorded in recent years in the United States, Italy or Japan.

A new school at Compton is a fine example. Government aid, S.E.R.A. labor and local funds combined enabled Compton to get a much handsomer and better equipped school than it could have afforded otherwise, and the contractor is said to have done his bit by losing nearly \$4000 on the job.

All work in these new schools has to pass the inspection of the Green Bill board, the school district's inspector, the state's division of architecture, the city or county inspector and the architect's inspector. If anyone bids too low on a contract it is just too bad for him, for it is practically impossible to get anything past that string of inspectors which does not fully come up to specifications.

The Compton school is not only a handsome building, viewed from the outside, but is scientifically planned for best results in lighting, ven-

tilation helpful and artistic color schemes and convenience.

**F**IIFTY new schools have been built or are being built under the state's supervision in Hermosa Beach, Compton, Willowbrook, Bellflower, Norwalk, Clearwater, Buena Park, Santa Ana, Westminster, Huntington Park, Seal Beach, Newport and Costa Mesa.

Then the Los Angeles program calls for 278 new or reconstructed buildings, the Long Beach program for 132, the Pasadena program for 40, the Glendale program for 5, the Burbank program for 9 and the Culver City program for 2.

A grand total of 871 applications for reconstruction or new buildings in this area is on file with the division of architecture. In some cases, two or three new buildings for one school plant are planned, and a separate application is required for each building.

Seeking information on this tremendous undertaking, I was referred to Doyt Early, supervising architect for the division of schoolhouse planning, and he told me that where beautiful schools came in bad habits go out.

You see no whittling of desks, no ribald decorating of washrooms, no kicking open of doors or careless spitting in schools which have an atmosphere of refinement. Because they take pride in their schools, the pupils get more out of them.

"The new schools in California," he told me, "are not only efficient and safe and scientifically lighted, but their interior color schemes are worked out as carefully as are those of fine hotels and apartment houses which appreciate the restful and comforting effects of harmony and beauty."

"They used to say that schools had only two colors, brown and dark brown. Yet cheerful

color schemes and restful color schemes cost no more than brown.

"Things built correctly often cost no more than things built incorrectly, and give far better service. The unconscious effect of monotony used to depress both teachers and pupils. We are trying to make school a place of hope and brightness rather than one of gloom and drudgery."

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### New Children's Books

**G**ROSSETT and Dunlap recently have published numerous books of special charm for children and young people. *The Life of Hugo the Horse*, by Anna Marie Wright, and *Little Duck*, by Barrows and Myers, are for little children, pre-primer and primary.

*Frontier Days*, edited by Oliver G. Swan, is a big book with many illustrations filled with stories of the Old Frontier.

*Cow Bells and Clover*, by David Cory, author of the Little Indian books, a children's story of farm life, is profusely illustrated with informal photographs.

*All Aboard*, by Roger Duvoisin, is a brilliantly illustrated story, large format, for little children.

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### Agnes Samuelson



*Agnes Samuelson, President, National Education Association of the United States, declares that the enlarged program of the Association calls for emphasizing the relationship between Education and the preservation of Democracy.*

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## A Current Events Program

F. MELVYN LAWSON, *Counselor and Teacher of Social Studies, Sacramento Senior High School*

**T**HE study of current events is an essential part of any modern high school course in the social studies. In fact, without a well defined current events program, the teaching of history, civics, economics, and the rest of the so-called social sciences has little, if any, functional value. About the only justification which can be offered for the vast amount of time spent in stressing the past is that it may be used as a tool to deal with the present.

A number of teachers contend that the time demands of their courses of study do not allow ample space for the inclusion of a periodic discussion of current happenings, as such, and perhaps their contention is true. But if the modern objectives of education in general, and those of the social studies in particular have any validity, such overstuffed courses as these teachers complain of could stand to be re-evaluated and, perhaps, considerably deflated.

The key to the successful teaching of current events in the classroom depends to a great extent upon the technique used. A well defined policy with respect to the discussion of contemporary occurrences gives meaning to such occurrences in the eyes of the student, and minimizes the effort involved in their presentation by the teacher.

A number of plans can be, and have been, used successfully, but the one described here has proved highly stimulating and satisfactory for senior high school students in the eleventh and twelfth year work.

During the first week in which the class assembles, group organization is perfected. A chairman is appointed along with various other officers and committees necessary for the purpose of routinizing class procedure. Among these committees is one on current events. Membership in it is purely voluntary, and the number serving is usually limited to seven or eight, although the exact number does not matter particularly. The committee meets at a convenient time, and is presented with a series of topics which have been prepared in advance by the teacher as examples of outstanding movements, factors, and forces in the modern contemporary life of the peoples and areas to be studied. For example, some of the topics listed for the committee's consideration during the

length of the senior course in Pan American Relations have been as follows:

1. Problems of the Mendieta regime in Cuba.
2. Progress of Mexico's Six Year Plan.
3. The Church-State controversy in Mexico.
4. United States-Hispanic American trade relations.
5. Status of the Chaco War.
6. New archaeological discoveries in the Americas.
7. Educational developments in Hispanic America.
8. Changes in Hispanic American governments (through election or revolution).
9. Industrial developments in Hispanic America.
10. Important conferences involving the countries of the Americas.

Some of the areas of current material explored by members of the junior class in the United States history and government courses have included:

1. Problems involving N.R.A.
2. Progress of the A.A.A. program.
3. Activities carried on under P.W.A.
4. The Bonus controversy.
5. Major activities of the State Legislature.
6. Important projects and problems of a local and community nature.
7. Affairs in the territories and outlying possessions of the United States.
8. Developments in the European situation.
9. Significant occurrences in Hispanic America.
10. Events in the Far East.

Members of the committee are allowed to choose those topics which they would be most interested in following from day to day, and then are expected to collect all the information available on their selected fields from newspapers, magazines, pamphlets, movies and radio broadcasts. It will be found that some topics are more difficult to trace than others, and if possible, the teacher should suggest these items to the stronger students. This will make for a more adequate and comprehensive presentation of material. It is also possible for some students to handle more than one topic.

**A**FTER members of the committee have chosen a subject, a day is set aside for current events discussion. Any day can be used, but Monday has proved the best choice. As a rule, both students and teacher have lost the "swing" of school over the two day holiday period, and it is often difficult to start off the

week with the same enthusiasm exhibited when the work ended. A Monday current events program with responsible class members in charge bridges this gap nicely. Then, too, students have had access to the Sunday newspapers, the city library, numerous radio addresses, and have often traveled considerable distances, or have come in contact with numerous people over the week end. Consequently, they are better prepared for a discussion of the questions at hand.

The committee members search for up-to-date material on their topics, segregate it, refine it, and prepare to present a digest of it to the class in brief, concise style. Such a process gives practice in the elementary fundamentals of research, organization of material, and verbal presentation as well as creating an interest in the news of the day. Each member notifies the chairman, prior to the latter's taking charge of the class, regarding the particular phase of the problem he is about to present, and thus makes it possible for the chairman to introduce the reporter and to prepare the class for what is coming.

After presenting his information the committee reporter must be ready to answer questions directed to him by members of the class, and to act as the leader in the socialized discussion which usually follows a good presentation. When it appears that the discussion is at an end, the student leader yields to the chairman, who, in turn, introduces the next matter for consideration. It will be found that the class looks forward with interest each week for the members of the committee to explain what has happened around a particular topic since it was last discussed.

#### Any Student Is Eligible

The teacher should not restrict the reporting on items of current importance to members of the committee alone. On the contrary, it should be made clear that any student is eligible to bring in material provided it can be fitted profitably into the planned program. In short, committee members merely lead off with their presentations and may be supplemented by any other pupil who possesses added information on the subject.

This practice of making the whole class confine its reading to given topics may seem restrictive at first glance, but it tends to bring out more information about momentous current questions, it evinces more discussion, and it gives more purpose to the weekly program than would be the case if students were allowed to bring in anything they happened to read,

see, or hear. Furthermore, it gives students practice in following various expressions of opinion through the press, cinema, and radio on live problems of current day life, and in pooling those expressions at stated times it tends to make for a recognition of their complexities and contradictions.

**B**UT, perhaps most important of all, this method makes the students, individually and collectively, realize the necessity for acquiring a background of factual, historical information if they are to understand the meaning of the baffling questions with which this country and the world are faced at the present moment.

\* \* \*

#### Sunset

MILDRED LONG, Pomona

**G**OLD and crimson, purple and blue,  
Rainbow tints all blended in too!  
A blaze of glory, a burst of flame—  
Emblazoned in colors the Artist's name!

Sunset! garment of dying day,  
Symbol of glorious end of life's way;  
Symbol of rapture following pain,  
Of rainbow promise after the rain.

The Artist's fingers touch the cloud,  
And it blazons forth, no longer a shroud;  
Regal in glory, with colors afame!  
Need anyone ask the Artist's name?

Oh, Artist of Life, let thy fingers start  
Painting such radiance into my heart;  
Let all the beauty of life unfold  
Turning my drabness and cloud to gold.

\* \* \*

**H**Ighschool, fortnightly for teachers and principals combined with High School Teacher, is published during the school year by Scholastic Corporation; editorial department, 250 East Forty-third Street, New York City. The initial issue of this attractive 8-page publication recently appeared. This corporation also publishes Scholastic and Scholastic Coach.

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**I**ROQUOIS PUBLISHING COMPANY has recently brought out The Thirteen American Colonies, by Gertrude and John Southworth. This useful, compact, illustrated reader of 500 pages treats of the American Indian, the period of exploration, the thirteen colonies and the French and Indian wars.

# Betsy Ross and the First Flag

*A Play in Three Acts for Intermediate Grades by ELEANOR HAYS JONES, Teacher,  
Fourth Grade, Franklin School, Berkeley*

**Characters:**

George Washington	Nell Taylor
Martha Washington	Jean Paul Lafayette
Benjamin Franklin	Dinah
John Adams	Mose
Robert Morris	Red Feather
Betsy Ross	Little Deer
Sarah Stiles	Indian Dancers
Mary Dunbar	Indian Woman and Child
Margaret White	Colonial Dancers
Jane Hill	

## ACT I

*Scene—Interior of the Washington Home. Martha and George seated at the table. George is writing with a quill pen. The room is furnished in colonial style.*

GEORGE: It seems to me it is time for those men to be here.

MARTHA: Whom do you mean, George?

GEORGE: Why, John Adams, Robert Morris and Benjamin Franklin. You know I told you that they were coming to talk about our new flag.

MARTHA: I thought they were coming tomorrow. How very untidy this room looks. I must ring for Dinah. (Rings bell.) (Dinah comes rushing in.)

DINAH: Yes, Miss Martha, what does you want wid me?

MARTHA: Some important gentlemen are to be here in a few minutes. They are to have a meeting with General Washington. Do get this room in order.

DINAH: Land sakes, Miss Martha, I shore will. I ain't goin' to have quality sayin' I ain't no good housekeeper. (Bustles around with feather duster, upsetting things.)

GEORGE: Don't get so excited, Dinah. I am sure those gentlemen have seen an untidy room before.

DINAH: (Hands on hips—breathing deeply.) Massa George, I ain't goin' to have nobody sayin' I ain't no good housekeeper er dat I neglects my white folks. (Rushes to back window and calls.) Mose! Mose! come heah.

MOSE: (Enters. Sleepily rubbing his eyes.) I done gone to sleep, Miss Marthy.

DINAH: (Shaking Mose.) Lazy nigger. You done think nothin' about nothin' but sleepin' and eatin'.

MARTHA: Sweep the hearth, Mose. (Mose lazily gets the broom and sweeps.)

(Footsteps, and talking outside is heard. A knock is heard at the door. Dinah runs out, pulling Mose with her. Mose gets loose and leans against the wall.)

GEORGE: There they are now. (Goes to Martha and lays his hand on her shoulder and says) Martha, dear, I assure you that the room is all right.

MOSE: (Goes to the door. Opens it, bows very politely.) Come right in, gentlemen.

(Guests enter.)

BENJAMIN: Thank you, Mose. (Mose arranges chairs for the guests. Pulls chair back for Martha, then exits.)

(George and Martha go to meet guests. Shake hands with them.)

GEORGE: Good evening, gentlemen. Welcome to our fireside.

GUESTS: Good evening, General. Good evening, Mrs. Washington.

MARTHA: Good evening, gentlemen. Come in and get warm by our fire.

GEORGE: Take these chairs by the fireplace.

(All go over to the fireplace. Benjamin gets Martha's chair for her and stands behind it until she sits. All sit down.)

BENJAMIN: How hard it is snowing.

ROBERT: We are surely having an unusual amount of snow this winter.

JOHN: That means that we will have unusually good crops next year.

MARTHA: It is much warmer, though, this afternoon, than it has been for several days.

ROBERT: It really is, Mrs. Washington.

GEORGE: Well, gentlemen, the reason I asked you to come tonight was that I wish to show you the new flag that Congress has adopted. (Gets flag from desk and unfurls it.)

ALL: I like it.

ROBERT: I am so glad that it has thirteen stripes.

JOHN: Thirteen! Is that not an unlucky number?

BENJAMIN: Thirteen! I am sure when other nations see that thirteen, they will know that it will be unlucky for them if they insult it.

ROBERT: (Thinking) Seven red stripes and six white ones. Truly that is a beautiful flag.

JOHN: What is to be in that field of blue in the corner?

GEORGE: There will be stars.

BENJAMIN: Will there be thirteen stars—one for each colony, just as we have one stripe for each colony?

GEORGE: We shall have to decide about that. I thought maybe we would have just one big star, meaning that we are one big nation.

JOHN: I like the idea of thirteen.

ROBERT: I am looking into the future. Some day not far distant, this land just west of us will be peopled. They naturally will want to join us. Then when they do we will have more than thirteen colonies.

GEORGE: What would you suggest, then?

ROBERT: I think it might be well to have a star for each of our colonies and, as a new colony is formed, add a star in our flag for it.

MARTHA: Then we will start with thirteen stars and thirteen stripes?

ROBERT: Yes.

GEORGE: That is a good suggestion. If you all are agreed there shall be thirteen stars and thirteen stripes.

ALL: Agreed!

BENJAMIN: That field will be full of stars some day.

MARTHA: Who can cut a pattern of a star?

GEORGE: I think I can. (Takes scissors and folds a piece of paper and cuts a six pointed star. Proudly places it against the field of blue and holds it up.)

ALL: (Saluting) Splendid!

BENJAMIN: Here's to the most beautiful flag in all the world.

JOHN: How proud we shall always be of our flag.

ROBERT: Mrs. Washington, will you make our first flag like this design?

MARTHA: (Sadly) I really do not know how to sew. I am sorry, for I should like the honor of making our first flag. (Happily) I know who can, though, it is Betsy Ross.

GEORGE: Surely! Why didn't we think of her? She is noted throughout the colonies for her fine even stitches.

BENJAMIN: Let us go over to her house right now and ask her to make the flag.

JOHN: By all means. An important matter like that must not be delayed. (All rising)

MARTHA: (To George) You will be back before early candle light, won't you? You know I am afraid to stay alone.

GEORGE: Surely, Martha, and I will bring our friends back with me.

MARTHA: (Smiling) All right. I will have a bite for you when you return.

BENJAMIN: Unless an Indian's tomahawk gets us we will insist that you keep your promise, Mrs. Washington.

(Men exit)

## ACT II

*Scene—Interior of Betsy Ross' Home. The room is furnished in colonial furniture. Betsy Ross and her friends are seated and sewing and knitting*

BETSY: (As the curtain rises)

Yes, my name is Betsy,  
Betsy Ross, you know.  
I live in Philadelphia  
And I dearly love to sew.  
Folks say I sew so very well  
And they admire my work  
So neatly done, the seams all straight,  
Indeed I am no shirk. (Holds up sewing)  
I sew for people far and wide,  
The country side all o'er. (Knock is heard.)  
Hark! there is a knock:  
Methinks there must be someone at the door.  
(Goes to door)

MARY: Oh, I suppose someone is bringing some more sewing for Betsy.

MARGARET: (Sighing) I suppose so. I do wish we could have one afternoon to ourselves.

JANE: We never do have.

SARAH: You remember the last time we were here, old Mrs. White came with her black alpaca to be mended.

BETSY: (Opening the door.) Why, General Washington. This is indeed an unexpected pleasure. Here are Benjamin, Robert and John, also.

(Guests enter. Betsy introduces them to friends.)

BETSY: Now pray tell us what good wind brings you here.

BENJAMIN: Methinks the General must have known you had these fair visitors. He told us that we were to come on business.

(All laugh.)

ROBERT: Benjamin will have his say.

GEORGE: You know that Congress has decided that we shall have a flag of our own, and has accepted this design. (Unfolds the design and passes it to Betsy.)

BETSY: (Takes the design and studies it carefully.) The design is a good one. But why have the stars six points? I see no reason for that.

GEORGE: All the stars we have known so long on shields and coats-of-arms in England are made with six points.

BETSY: (Emphatically.) If six pointed stars are English, all the more reason why ours should be different.

JOHN: I think Betsy is just right. Here in America we start things afresh. We look at things with our own eyes, not with the eyes of our English forefathers.

BENJAMIN: The stars in the sky have five points. Is it not better to place on our flag stars as they really appear in the sky, rather than as men have drawn them on their rusty old shields in England?

GEORGE: (doubtfully.) I doubt very much whether you will be able to cut a five pointed star.

(Betsy takes a piece of paper, folds it, so every one can see and then with one clip of the scissors, cuts. Unfolding it she proudly holds up a perfect five-pointed star.)

ALL: Splendid.

BENJAMIN: This is your first official defeat, general.

GEORGE (standing and saluting.) So be it. Let America's star be here alone—a shining light for all the world.

NELL: We take the star from Heaven, red from our Mother country, separating it by stripes, thus showing that we are separated from her and the white stripes represent liberty.

MARY: It seems to me that we should do something to celebrate the birth of the most beautiful flag in the world, for the greatest nation in the world.

ROBERT: A great idea, Mary.

GEORGE: If everyone is agreed we shall celebrate with a dance at Mount Vernon next Wednesday evening.

ALL: Agreed.

Curtain

## ACT III

*Home of George and Martha Washington.*  
*One week later. General Lafayette and George seated at a small table, Martha arranging flowers, Dinah and Mose busy.*

DINAH: Lan' sakes, Miss Martha, Massa George done left his hat on de floor again. (Picks up the hat. Exits with it.)

MARTHA: Put another log on the fire, Mose.  
 MOSE: (lazily obeys.) Yes, Miss Martha.

(A knock is heard at the door. Guests arrive. Mose lets them in.)

MOSE: Come right in. We been lookin' for you ever since sun down.

(Guests enter. They are greeted by George and Martha.)

GEORGE: Ladies and gentlemen. I have a very pleasant surprise for you. General Lafayette has done me the honor to be our guest tonight. It gives me great pleasure to introduce to all of you, Jean Paul Lafayette, a great hero, and our friend and helper in time of desperate trouble.

LAFAYETTE: (Bowing low.) Il me donne beaucoup de plaisir d'être ici (pronounced—Eel muh dun becoop du playzier debt eces.)

(Guests bow to Lafayette.)

(Dinah followed by Mose runs into the crowd, greatly excited, Dinah screaming and Mose gasping for breath.)

DINAH: De ghosts am after us. I done seen them with my own eyes.

MOSE: Yas sir. Dey am hidin' in de bushes behind de wood pile. (Men go to the window and look out.)

BENJAMIN: Why, it is our good friends, Red Feather and Little Deer.

MARTHA: Truly it is.

GEORGE: I'll invite them in. (Opens door and calls.) Come right in, you are more than welcome.

ROBERT: The woods is full of Indians. (Indians rush in.)

RED FEATHER: We come. We want to see pale face dance.

BENJAMIN: That's fine, but you must dance for us first.

RED FEATHER: (Motions to Little Deer.) Indians fall in line and dance. After the dance they sit on the floor. Now pale face dance for us.

GEORGE: That was very good. Now we shall dance the Minuet for our Indian friends.

(Minuet follows.) After which all the cast come on the stage and sing, "Carry Me Back to Old Virginia."

\* \* \*

RUTH KEARNEY, principal, Ramona Union Elementary School, San Diego County, and her school children issue a noteworthy school paper entitled *Ramona Beacon*. It is illustrated, mimeographed, well-edited and contains much creative material of merit. Ramona School exchanges with other elementary schools. Miss Kearney reports that wonderful creative work is being done by California schools in this field.

## Everyday Life Primer

MANY teachers and supervisors who last year greeted with such enthusiasm the pre-primer, Wag, will be equally delighted with the Everyday Life Primer. It will be remembered that Wag introduced a brand-new idea into the field of beginning reading—those large, action photographs whose life-like charm completely fascinated pupils and teachers alike. Now comes the Everyday Life Primer, which in addition to delightful stories and attractive photographic illustrations has a rich social studies background, including units on going to the barber shop, getting properly fitted with shoes, visiting the dentist, the care of the teeth, care of pets (the lovable Wag reappears at this point), baby animals on the farm, the farmer's helpers, and so on.

There are 21 stories in the Everyday Life Primer, using 220 words, with an average repetition of 17.5 per word, and an average of 1.6 new words introduced per page. On no page are more than three new words introduced. Considering the care with which the mechanics of reading are taught, the social studies approach, the interest of the content, and the irresistible appeal of the illustrations, it is not too much to say that this is a most desirable book for every first-grade classroom. Published by John C. Winston Company.

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## The Book I Made Myself

MRS. HANNAH FONDILLER BARNES, 350 West 31 Street, New York, has developed a unique picture-book for children to play with, designed to provide "fun with a purpose."

The idea of the new play-material is to give the child using it the pride and satisfaction of accomplishment, after playing or working with a definite goal in mind over a period of days or weeks.

"The Book I Made Myself" is an elaborate cut-out book. It contains a big envelope "Treasure Chest" holding 91 different pictures in color, to be cut out and pasted in numbered places provided for them in the book.

"I got tired of seeing my own children mess around endlessly with little scraps of 'cut-out' pictures that they'd spend a lot of time on and finally throw away," Mrs. Barnes says. "It was too much like getting all dressed up and then having no place to go. From my own kindergarten training-courses I knew the value, in securing good mental development, of doing anything with a definite purpose in mind. So I planned "The Book I Made Myself" to combine the pleasures of 'cutting out' and 'pasting in' with the advantages of occupational work, with a definite goal in view." The price is \$2.

## A Physical Education Project

MONTFORD H. WOODY, *Principal, Woodrow Wilson School, Lynwood  
Los Angeles County*

LYNWOOD Elementary School District, with the co-operation of C. F. Mercer, superintendent, and the board of trustees, has been conducting an interesting physical education project. Lynwood is located between Los Angeles and Long Beach, and has 1200 children in 5 elementary schools, including kindergarten to sixth grade. The older children who attend the Compton junior and senior high schools also join the activities during out-of-school hours.

The goal of this project is that of an active mind in a healthy body for as many children as possible. Mr. O. W. James, who is in charge of the SERA project, says: "We direct the child's leisure time and surplus energy, and we co-operate with the principals of the schools." The principals are thus using the ability of the SERA workers to give the children additional physical and recreational instruction impossible in the regular situation.

If the principals were to expect the workers to fit into the school as do the teachers, the project would be seriously handicapped. But when the approach is taken that each worker has special abilities, and by utilizing these abilities the physical advancement of the children is made possible, a successful project is assured. This does not mean that the program should be changed for every worker, but rather that each worker should assist with the regular program in the direction of his talents.

### Specific Examples of Abilities

The teachers have greater ability and versatility than the SERA workers, so the teachers do that which the workers are unable to do, and the children benefit by their combined efforts. Specific examples of these abilities that different workers have and are utilizing are: girls and boys baseball, horse shoes, boys basketball, calisthenics, marching, story-telling, coping saw work, formal politeness, sewing, apparatus, and corrective work.

The individual advancement of every child is a most noteworthy educational accomplishment. Starting with the third grade, in addition to a monthly record of growth kept by the nurse, individual physical education records are kept for every child.

Posture and correct walking are given first place. The children are observed all the time they are on the ground; for we feel that the schools are teaching the whole child, and physical education is only a means to an end. The children are scored as to effort and ability in posture, the use of apparatus, and skills necessary for seasonal games.

### Individual Scoring

The reason for individual scoring is two-fold. The first is to show each child how he is progressing. For instance, one girl was able to go one-third of the distance around the rings on the second test. This was a marked individual development; because a month previous she could barely support her weight by her arms.

The second reason for individual scoring is to direct the child towards a well balanced health program. The illustration of a boy who could go around the traveling rings 15 successive times and was unable to stand or walk correctly is typical. The individual is directed towards those activities which will develop him into a healthier adult than if this training had been omitted. Therefore, the results of this individual work is that every child is motivated to go forward.

The out-of-school time of the child is one of the largest fields for this project. The principals, because of limited time, cannot personally supervise this work. Special classes, such as sewing, dancing, knot-tying, and coping saw work, have been the most satisfactory with our groups. Inter-school games always are of interest to those able to take part. It might be suggested that in out-of-school hours occurs the most difficult work; and the most capable workers should be placed in charge of the grounds when there are no teachers to assist.

This project requires high standards on the part of workers. The supervisor insists that the workers study. The rules for games appear to be the most stressed items; but new ideas and corrective posture are also very important. The workers find some time while on duty; but the majority of the study is at home. The fact that this project pays twenty-five cents more

per hour than ordinary work is an effective argument for its value.

#### Summary

1. The individual advancement of the normal child is the major objective in this type of project.
2. The supervisor of the SERA project and the school staffs must mutually co-operate if the objective is to be attained.
3. The worker's talents should be used rather than his being placed in an entirely new line of work.
4. The most capable workers should be assigned to the out-of-school time.
5. The workers should improve through self-effort as well as under supervision.

\* \* \*

## School Assemblies

MABEL G. CRUMBY  
Assistant Professor of Education  
State College, San Jose

**A**LTHOUGH a general school assembly fosters a school spirit and so should be held occasionally, the one which brings together the children of a single department or of two or more grades holds much more of interest to them. Parents also enjoy these gatherings, which are usually less formal and which give a better idea of the activities being carried on as part of the school curriculum than do programs given largely to please the public.

What an opportunity for social development comes to the group of children who plan and "put on" an assembly for parents and children about their own age! Initiative is involved as suggestions for puppet shows, movies, music, poems, stories, and rhythms are given for the program. Judgment is developed as to these ideas and as to which children should participate are considered by the group and teachers. A sense of organization grows as committees are formed for invitations, decorating the room, and being responsible for various parts of the program. Ability is fostered to give and to take criticisms as "try-outs" are held. Leadership and responsibility are stimulated as children are put in charge of committee work.

To the children who take part in the program, what an opportunity is given for developing poise, for overcoming self-consciousness, for improving the speaking voice, and for sharing any particular training or talent one has!

The part of the teacher in an assembly may seem inconspicuous as she sits with the audience and apparently lets the children "run the show," but her guiding hand is behind it. Had it not been for her tactfulness, the timid child would not have been chosen to participate. Her sense of order lay behind the plans which had been made and the few rehearsals held.

She had used the forthcoming assembly to motivate the regular schoolroom activities—the making of puppets, drawings for the movie, costumes and back-drop for the play, and designs for the invitations and programs were part of the art work; creating plays, writing invitations, story telling, reading of poems, giving book reviews were part of the English period; while activities in music and physical education made many contributions to the assembly program.

Regular school-work may also be linked to the entertainment by devoting the entire time to an activity which has just been completed by the group of children responsible for the assembly. It may be on Indians, air-craft, or primitive life in which dramatizations, reports, stories, poems, art work, rhythm, and music are all centered about the one subject.

The audience as well as the performers reap many benefits from an assembly. The children learn how to be an appreciative, orderly audience, and how to express thanks—orally or on paper—to those responsible for the program. They are also stimulated in their school work by observing what is being done by others of approximately their own age.

In working for the objectives which have been suggested, one must realize that to achieve them assemblies must be associated in the child's mind with a sense of keen pleasure. If the group does not manifest this when assemblies are announced or discussed, the teacher realizes that she has a problem to solve.

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**M**ARY E. LEEPER, executive secretary, Association for Childhood Education, with headquarters at 1201 Sixteenth Street, Washington, D. C., is carrying forward a noteworthy national program. The official journal of the Association is *Childhood Education*. Helen M. Reynolds of Seattle is president of the Executive Board.

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## Handbook for Camp Counselors

This manual for counselors, made by the Pacific Camp Directors Association, is edited by Rosalind Cassidy, chairman, department of physical education, Mills College; and Homer Bemiss, executive, Boy Scouts, Oakland. A valuable and progressive educational book, it may be obtained, price \$1.00, by addressing Homer Bemiss, P. O. Box 796, Oakland.

## Workers Education

A. ALAN CLARK, Director, Oakland Labor College

**W**ORKERS education and the labor college are comparatively recent developments, greatly stimulated and strengthened by federal interest and aid, and by the tremendous growth in labor organization membership, together with the interest of the worker in understanding the national recovery program.

The educational offerings of a labor college should equip the worker to take an increasingly active and intelligent part in the solution of his own problems; and aid him in adjusting the environment to his needs and potentialities, rather than merely to compress him into the stock-patterns designed for maintenance of the status quo.

There are ample facilities in the field of "education for production." A labor college should function primarily in the field of "distributional knowledge," such for instance as,

(a) knowledge of the potential wealth of our civilization, not only in its material but also in its cultural, psychological, and biological aspects;

(b) how the wealth of the nation is produced and distributed, and why;

(c) knowledge of the social sciences;

(d) education in the art of increasing, improving, and making possible the equitable sharing of the common social heritage;

(e) education in the art of making the machines and techniques developed by "education for production" into instruments for doing away with drudgery, poverty, want, and other social illth, and for the creation of security, abundance, happiness, and leisure for all who perform socially-useful work, or who have made their contribution of socially-useful and productive work and reached the age of retirement.

**W**HAT are the vital questions in which the workers of the world are interested and to which they are seeking the answers? A labor college provides instruction and material from which the workers may logically work out their own answers to the following problems:

1. What conditions workers in this and other countries have been and are subjected to. What true democracy means and what forces there are that tend to limit it. What controls prices, wages, and living conditions.

2. Why there are not enough jobs to go around while the wants and needs of millions remain unfulfilled. Why there are unemployment, misery and want in a land of abundance.

3. How the workers may increase their control of those factors bearing most directly on

their individual welfare. How to get the greatest value for their dollar. How to enjoy must fully their share of our common social heritage.

4. What labor unions have accomplished in the past and can do for them now. How to present their ideas to their fellow workers and to the public. How to make their organizations most effective in serving them. How to enlarge the workers' part in controlling and directing the affairs of the nation.

5. Why people think and act as they do. Where our customs, superstitions, prejudices, and institutions come from and why they continue to survive and to influence our lives long after the conditions creating them have passed.

The worker must learn why trade unions and other forms of organization are important; how to interpret historical and current events; how to understand economic principles and problems; how to be most effective in thought and action; how to live a fuller life; to share in the enjoyment of art, literature, and music; and, how to discover, develop, and use such talent and creative ability as he may possess.

The worker must cast off the chains of superstition, tradition, and ignorance.

His studies and discussions must equip him to fully realize his important role as worker, consumer, and citizen in the broadest sense and to intelligently accept his share of responsibility for making the world a better place in which to live. The workers with hand and brain must become thoroughly class-conscious and develop a solidarity and unity of purpose. What a truly marvelous democratic civilization could be built in this world of ours by intelligent co-operation of all workers with hand and brain. What a glorious objective for education—the creation of such co-operation and such a civilization.

**I**N Oakland there is now functioning a labor college which it is hoped will ultimately provide a program of progressive, realistic workers education fulfilling as nearly as possible the requirements as just outlined.

The Oakland Labor College is set up under the joint control of the Central Labor Council and the Building Trades Council of Alameda County and enjoys the co-operation and advice of the Extension Division of the University of California.

Classes and discussion groups meet in the evening at various points scattered over the city, in public school buildings, union halls, churches, and other places. An effort is made to hold classes in natural meeting places where those interested normally congregate.

At present classes are conducted in public speaking, parliamentary practice, conference technique, and the economic history of America. Two forums for the discussion of social and economic problems are held weekly. Lectures on current events summarized and analyzed with reference to their bearing and effect on the interests and problems of labor are given each evening in the labor headquarters previous to the times at which union meetings are to be held.

**L**ECTURES on the history and philosophy of trade unionism are delivered during the meetings of various unions. Speakers on special subjects are provided from time to time at union meetings upon request. Radio talks are given. A workers library and reading room is in operation. For those who cannot or for some reason will not attend classes a study outline and reading list is published in serial form in the weekly labor journal. Book lists and a monthly periodical index of articles of special interest and importance to labor are also published in the labor journal. A question and answer service is conducted. Aid is given in research and survey projects of various sorts and in the preparation of speeches and papers. Promotional work is constantly carried on in the various unions in order to stimulate interest and attendance.

Upon request of a sufficient number of interested persons classes will be organized and instructors provided in any of the following subjects, or in any other for which a worker demand may develop and for which a qualified instructor can be found in the community:

Economics for workers; the theory of wages; history of the labor movement; trade unionism; economic history of America; farmer-labor political parties; origin and history of political parties; psychology for workers; public speaking and English; labor journalism and English; labor law and legislation, and the constitution; N. R. A. codes; social reconstruction and the national recovery program; parliamentary practice; labor union administration and accounting; public relations and publicity for labor organizations; consumer economics; drama; theatre workshop; art workshop; and, current event analysis.

In addition to the above it is possible to organize classes and provide instruction in various athletic sports, wrestling, and boxing.

*Workers education is a new field—an important and a rapidly growing one. It offers tremendous possibilities and opportunities for service—for enthusiastic, inspired and inspiring work and for the satisfactions that come from doing such work.*

## In Memoriam

**M**RS. VICTORIA MACDONALD MURPHY, teacher, Grant School, San Diego, taught in San Diego city schools since 1922.

Miss Sara Leisenring, teacher, Roosevelt Junior High School, San Diego, taught in San Diego city schools since 1900.

Miss Lucy McGirr, teacher, Burbank School, San Diego, taught in San Diego city schools since 1922.

M. P. Sherman, 45, commercial teacher, Armijo High School, Fairfield. He was a native of Illinois.

Walter Nichols, for many years principal, Palo Alto High School. His son Allen, aviator in the World War, was killed in action. His son John was high school principal in Santa Clara and Los Angeles Counties and is now Dean, University of Idaho at Pocatello.

## Fresno Teachers Honor Dr. Cooper

**T**HIS report of the recent death of Honorable William John Cooper came as a shock to the teaching staff of the city of Fresno. Mr. Cooper is remembered by all who were in the service of the public schools of Fresno during his administration as a leader and friend. A statement made by him in his first address to the teachers is still remembered: "My fondest hope as I begin my work in Fresno is that I may be accepted as your leader." It was soon evident to the entire staff that he was worthy of leadership. As viewed by the teachers possibly his greatest contribution was the building of a high morale,—a spirit of co-operation; a desire to serve. During his administration harmony prevailed.

It is not possible to express adequately in words an estimate of Mr. Cooper's worth to the cause of public education not only in Fresno but in the state and in the nation. He gave himself without limit and unselfishly to the work of his chosen field. He was moved only by his desire to serve the best interests of youth. His splendid personal qualifications and his outstanding abilities enabled him to accomplish much.

In view of these and many other considerations it is the desire of the Fresno City Council of Education to express sincere appreciation of Mr. Cooper and deepest regret at his death.

The secretary is hereby instructed to spread this resolution upon the minutes of the Council, mail copies to Mrs. Cooper, to educational organizations and furnish copies to the press.—Hattie Mae Hammat, R. F. Aspinall, W. B. Munson.

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The Right Thing, how to be decent though modern, by William O. Stevens, is a companion book to "The Correct Thing," published a year ago by Dodd, Mead and Company. These admirable volumes are for the boy of high school age and older and will help him to stand morally firm in our delirious, turbid, and hasty age. They are useful for girls, too.

## Progressive Education Association Moves Headquarters

**P**ROGRESSIVE Education Association moves into the new school year with two important steps. It has transferred its national headquarters from 716 Jackson Place, Washington, D. C., where it has been located for more than 5 years, to its new home at 310 West 90th Street, New York City, where it is occupying an entire building together with two of its important commissions. At the same time it is making many important changes in the format of its magazine *Progressive Education* which appears in entirely new dress.

The two lower floors of the new home are given over to the executive and editorial offices of the association. The third floor will house the research staff of Dr. Carolyn Zachry's committee on the study of adolescence, a sub-committee of the commission on the secondary curriculum.

The fourth floor is the home of the research staff of a new commission on human relations, organized during July, to meet the need for preparing new materials to assist the adolescent in establishing better human relationships.

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## Photoplay Problems

**A**DVISORY Board of Committee on Motion Pictures, Department of Secondary Education, National Education Association, at a recent meeting, strongly condemned the practice of double-billing in many neighborhood theaters.

Feature photoplays that teachers wish to recommend to pupils are frequently associated with cheap, vulgar, or salacious pictures. It was recommended that a single commendable picture be shown, accompanied by well-selected shorts, or that well-organized unit programs be planned.

The Preview Committee of the Department of Secondary Education is now passing on motion pictures and will give publicity to those films which show educational and recreational values, through the columns of "Secondary Education," the official organ of the Department of Secondary Education. Regarding some of these pictures of distinct value for school use, the committee will recommend the preparation of pupil guides.

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## Active Games and Contests

**A. S. BARNES** and Company, 67 West 44 Street, New York City, have recently published "Active Games and Contests" by Bernard S. Mason and Elmer D. Mitchell.

In this large volume of over 600 pages over 1800 games and contests covering the field of active play are classified and described. Selection can be made quickly to fit almost any occasion that may arise.

This is a companion volume to "Social Games for Recreation" by the same authors. A. B. Barnes and Company issue many books in the field of health, dancing, athletics, festivals, etc.

## N. E. A. Department of Classroom Teachers

**A**LBERT M. SHAW, teacher in Hollenbeck Junior High School, Los Angeles, and long prominent in California Teachers Association activities, is Western regional director, N. E. A. Department of Classroom Teachers.

In a recent statement that important Department declares its aims and purposes to be:

To encourage higher qualifications for entrance into the teaching profession.

To promote teacher participation in school management.

To aid in securing adequate salaries, sound retirement systems, tenure, and such other improvement in conditions as will enable teachers properly to function as a vital factor in educational progress.

*Albert M. Shaw*

To promote, encourage, and assist organizations of classroom teachers and to promote co-operation among such organizations and the members thereof.

To co-operate with parent-teacher associations and other civic bodies having educational objectives, in order to secure better community understanding and appreciation of the problems and the value of the public schools.

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## Alameda County Credit Union

**E**VERY employee of the Berkeley Board of Education, whether certificated or non-certificated, is entitled to membership in the City and County Employees Credit Union of Alameda County. Many have already taken advantage of this credit union as a depository for savings and many others as a source from which to borrow. It is of interest that the credit union has loaned over \$20,000 to more than 325 members without a single loss.

C. R. Orchard, National Director of Federal Credit Unions in Washington, D. C., states that there are now over 3500 credit unions in the United States, comprising more than 750,000 members and involving more than \$60,000,000. He also reports that only 8 states in our country have usury laws and California is not one of the eight. General surveys, including our own locality, show that interest rates on unsecured personal loans range from 15% to 250% per annum. Our credit union has ample funds available so that there is no need for school employees to pay such exorbitant rates of interest.

More information on this subject may be had by contacting Vaughn Seidel, Treasurer-Manager, who may be reached in the County Superintendent of Schools Office in the Hall of Records, Fifth and Broadway, Oakland.—Berkeley Superintendent's Bulletin.



## Our School Safety Activity

MARJORIE E. JACKSON, Teacher in Loma Portal School, San Diego

**S**AFETY Education is no longer a subject in name only. It has come to take an important place in our curriculum. Just how much time must be spent on this subject will depend upon whether we as teachers and administrators accept the challenge that Safety Education is the responsibility of the School.

In a recent article by Dr. Oscar T. Schultz, we were informed that the total number of soldiers killed in battle during the entire period of our participation in the World War was 53,000, whereas the number of persons killed by accidents in the United States in the single year 1931 was 97,000.

In another article Paul Kearney presented figures from a Safety Survey of 50 cities which resulted in an actual forecast that in this present year one home out of every seven will have to lay out on an average \$148.00 in medical care, lost wages and related expenses, for some type of accident. In addition, in nearly 30,000 homes, that outlay will be in funeral expenses.

Private corporations have found it necessary to conduct safety classes to instruct their employees in the prevention of accidents. They require the men to attend at least one class per week on company time to receive this instruction. As a result of this method accidents have decreased.

In government shops this instruction is also given. At the end of the year certificates of

merit are sent from Washington, D. C. as an award for the co-operation received by officials and employees.

*It is important then that our schools begin early in training for Safety.*

All activities which will constructively stimulate the child to consider his own welfare and that of others will be worthwhile.

At the Loma Portal School we conduct an active Safety program. We aim to have every child take an actual part in the various activities which are sponsored by the Safety Committee.

The Safety Committee sponsored our annual kite contest. The entire student-body responded to the Safety theme.

Our school is beautifully situated for a contest of this sort. We are on a hill over-looking the San Diego Bay. The many vivid-colored kites flying gracefully against a background of blue sky and water, with a panorama of the city in the distance, afforded a most picturesque sight to the artist.

The contest itself provided the following rules:

1. Kites may be entered in either primary or intermediate class.
2. Kites must be made by contestant.
3. Kites must in some form illustrate Safety.
4. All entries must be free from metal on kite and tail.

Ribbon awards were presented by Mrs. Maude C. McKim, Principal, in both classes on the following basis:

Highest flyer in ten minutes.  
 Highest flyer for afternoon 1st, 2nd, 3rd place.  
 Most attractive kite, 1st, 2nd, 3rd place.  
 Box kite, highest flyer, 1st, 2nd, 3rd place.  
 Most unique kite, 1st place.  
 Largest kite to fly, 1st place.  
 Smallest kite to fly, 1st place.  
 Special kindergarten prize, boy and girl.

Four men judges were chosen for the contest. William Kearns, director of physical education and superintendent of recreation, Jay D. Conner, director of elementary education; Robert Williams, vice-principal, Point Loma High School; and Richmond Barbour, elementary school principal.

Mr. House of the Visual Education Department co-operated by taking movies of the tournament. These movies were indeed a highlight of the activity, when recently they were shown to the children.

The kites themselves were most interesting in their originality. The largest kite to fly was a box kite six feet high with a wing spread of five feet. Brown paper covered the frame. Large red letters formed a Safety Law—Cars to the left—Bicycles to the right. The large tail of this kite was constructed of six oatmeal boxes in a series—painted white with each box displaying one red letter to spell out the word "S-a-f-e-t-y."

The most unique kite was the figure of a "Traffic Officer," three feet tall made of brown cellophane paper—his outspread arms held the large cut letters forming "Safety First."

A clever heart-shaped Kite was the most attractive entry. This lovely Valentine heart when turned about displayed the slogan "Put Your Heart in Safety."

Another attractive number was a large red cellophane kite painted with white calcimine paint. The slogan, "Better Be Safe Than

Sorry" illustrated by a tombstone with the name John Doe 1895-1935.

A kite hospital was maintained on the grounds for necessary repairs to damaged kites. This proved most necessary in the high wind. The large box kite taking an award was the first to make use of this and due to the able attaches had their kite back in the contest in a short time and were able to win a ribbon.

It was generally felt that much had been gained by this activity. It was not time wasted, but it had given an opportunity for valuable training in citizenship and Safety. It brought about a comradeship between teacher and pupil. It involved persistency of effort; thought and skill in the handling of materials.

Surely all who observed this day at Loma Portal School agree that they saw not just pretty kites soaring high in the sky—but in each kite, a Safety Challenge to the boy or girl at the other end of the line.

By recognizing this responsibility in the schools and carrying the discussion of it into the home the entire community will be stirred to a sympathetic interest in that which we are endeavoring to accomplish.

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### Kindergarten-Primary Convention

MRS. MARION STAFFORD, corresponding secretary, California Kindergarten Primary Association, 2308 Lakeshore Avenue, Oakland, calls attention to the annual meeting of the association to be held at San Diego, November 29, 30.

The Convention theme is "Today's Teachers and Today's Problems." All interested kindergarten primary people are cordially invited to attend this important convention.

The president of the Southern Section of the Association is Miss Alice Livsey of Glendale. Miss Sydnie Higgins of San Diego is treasurer.

## The Public School and Democracy

THE free common school is America's greatest gift to humanity. It belongs to the heritage of intelligent and responsible citizenship established by our pioneering forefathers. It is necessary to the success of our Republic. The school is the surest guarantee of our personal rights. It is the safeguard of our political liberties. It is the bulwark of our representative institutions. The school seeks to enrich and ennable home life. It develops the skills needed in agriculture and industry. It helps to awaken ambition and to establish character. It emphasizes responsibility to the common good and the general welfare. The free school is the expression of a mighty faith. Because we believe in ourselves, in democracy, and in the future, we seek through the schools to improve the quality of our lives.—*National Education Association*.

# Message from President Stoddard

A. J. STODDARD, *President, Department of Superintendence*

*To Educational Leaders:*

THIS is a critical period for the schools of our nation. On behalf of the Department of Superintendence of the National Education Association, I extend greetings and pledge to you that our organization will endeavor, through every practicable means, to make this a good year for education.

The real teacher is always pioneering, because childhood is ever a frontier and each oncoming generation is confronted with new discoveries of science and additions to the accumulated knowledge of the past. Every year adds untold riches to the fields of human knowledge. The curriculum of today is rapidly changing to meet the ever-shifting problems of society. And even the old knowledge is always new to each succeed-

ing group of children as they pass through the schools.

The educator shapes the future of democracy by building right ideals, habits, and attitudes into the lives of young citizens. The teacher holds the most sacred trust within the gift of society and is the maker of history. America will never rise higher than her teachers.

May the year that lies ahead be one of renewed consecration on the part of all of us who teach or deal with teaching, and a year of increased appreciation on the part of our people generally of the function of the schools in effecting the purposes of our democracy.

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### Charles De Garmo Memorial

B. R. ANDREWS, professor of education, Columbia University, and R. H. Jordan, professor of education, Cornell University, in a joint-letter report that a group of school people, students and friends of the late distinguished educator, Dr. Charles De Garmo, is taking action looking toward the creation, at Cornell University, of a Charles De Garmo Memorial Educational Library.

Numerous leading school men are members of the sponsoring committee. Any Californians who knew or worked with Charles De Garmo and who desire to participate in the memorial, may address Dr. Jordan at Cornell University.

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### A Gazetteer of Hawaii

NO longer will harassed writers, copyreaders and proofreaders, or secretaries addressing letters, have to struggle from memory with the spelling of such Hawaiian names as Puuwaawaa, Kaaawa or Kaunakakai. A "Gazetteer of the Territory of Hawaii," said to be the first complete collection of Hawaiian names, locations and maps, has been compiled by John Wesley Coulter, associate professor of geography at University of Hawaii, recently published by the University Press.

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Hadsell's Class Record Book, half-year edition; four and six weeks form; recently published by Ginn and Company, is widely used and highly commended.



A. J. Stoddard, Superintendent of Schools,  
Providence, Rhode Island; President,  
N. E. A. Department of Superintendence

## Teachers Credit Unions

MRS. GEORGIA L. PARSONS, President,  
Los Angeles Teachers Credit Union

**B**ECAUSE the real teacher heart is the mother heart, appeals for help do not go unheeded. These sympathetic and altruistic qualities often cause real financial problems. In Pittsburgh recently it was discovered that every year teachers borrow over half a million dollars from small loan companies, at the cost of 42% and over. In Los Angeles many teachers are forced to pay usurious interest rates.

Let me tell you how the Los Angeles teachers about two years ago began to solve this problem. They organized a credit union, a co-operative association whose first motive is thrift, through systematic saving and through intelligent borrowing for remedial or productive purposes.

Those who are able to save buy shares at five dollars each. The money accrued from the sale of these shares supplies the fund to loan to the teachers who need to borrow.

So this spring when Katherine White (all these names are, of course, fictitious) came into the Teachers Credit Union for help, the money was available. Katherine is an only daughter, conscientious and devoted to her mother. As she saw the frail little mother fading, she did everything she could to relieve her suffering, never counting the cost to herself. The doctor advised special diet, careful nursing, a change of altitude. So Katherine rented a house near the ocean and employed a nurse. This house was so far from her school that she had to drive the old car which had become an expensive necessity. A wheel-chair and a hospital added to the mother's comfort—and to Katherine's debts. This continued for years.

Besides this, she had raised and educated a little niece left motherless in infancy, now in university. Katherine had borrowed from loan companies until her monthly payments almost consumed her salary check. After hours of careful study the credit committee budgeted her income, paid off one of her debts at a discount, loaned her enough and arranged her payments so that in two years she will be out of debt and have a small sum saved. Katherine is a different girl. She can sleep at night, and she radiates gratitude to the credit union.

Mary Brown was promised a promotion to teach in the demonstration school in Los Angeles if she would take a certain course in Columbia University this summer. She had no

debts, she was young, strong and ambitious. The credit union loaned her the money for her trip and tuition. She successfully concluded her course at the university.

A Los Angeles high school teacher borrowed \$150 for the purchase of a trailer which enabled her whole family to take a delightful summer trip.

As many as ten teachers borrowed enough from credit union to buy home-sites upon which to build homes under the F. H. A.

Geraldine Smith, a serious young Negro teacher, on two occasions borrowed enough to take the next step in financing improvements on the small ranch whereon she and her husband were establishing a home.

This credit union idea is not new. Back in 1848, in a small German village, Frederick William Raiffeisen, the mayor, seeing the dire distress of his people following war and famine, organized the first loan and savings societies, later termed People's Bank. In India, Italy and Egypt these same agencies are at work. Canada started in 1900 with its first co-operative credit society.

The American credit union movement is due largely to the vision and initiative of Edward A. Filene, Boston merchant and philanthropist. In 1921 Mr. Filene and Roy F. Bergengren, also of Boston, organized the Credit Union National Extension Bureau, which Mr. Filene financed as a disinterested public service.

Today there are credit unions in every state and a general Federal credit union law. Credit Union national association headquarters are at Madison, Wisconsin. Credit unions are developing co-operative savings and loans and a wide experience among the people with the truths of credit and finance.

### A Tribute to the Working Masses

The success of the movement is a tribute to the honesty and ability of the working masses,—they who comprise the 85% without other banking credit facilities. They have organized over 3,000 credit unions throughout the country, with more than 750,000 members, and with assets of nearly \$60,000,000.

These credit unions are being augmented at the rate of nearly 200 a month.

Never before in the history of the United States has poverty been so prevalent as now. The need of the masses for small loans is not being served by good financial agencies. The banks are not directly lending the workers money. The loan shark did not develop the loan shark system. He simply answered an ur-

gent demand for loans from poor people whom reputable money-lending agencies ignored.

When the average man was told the legal rate of interest was 6% he knew that didn't apply to him; if he could borrow at 3 or 4 times the legal rate he was usually lucky.

Credit unions operate on the best security in the world—that of character. They flourish in small compact homogeneous groups. Thus the movement among teachers is rapidly growing. Detroit, Chicago, Milwaukee, New York, Atlanta and Kansas City have successful teachers credit unions. In California, San Diego, Fresno, Sacramento, Stockton and Los Angeles, and Long Beach have teachers credit unions.

Credit unions operate on the best security in the world, but hitherto it has been much neglected. First, the credit union is acquainted with the people. No painstaking investigations are necessary on parts of "outsiders" where truths do slip through, but the credit union is an "insider" from the start.

Secondly, the credit union knows the people it deals with because it is those people. It knows not only their economic standing and their personal reliability but it knows exactly how it feels to be in their position, for credit union is composed of folks very much in the same position. The merchant uses his stock for collateral when he borrows money from the bank; the small consumer uses his character for collateral when he borrows from the credit union.

The simplicity of establishing a credit union is a factor in success. Only seven people are necessary. Shares are usually \$5.00. Dividends average 6% over the United States. The democratic aspect is stressed in one vote to a member. A limit is usually set on the number of shares a member may hold. The officers are bonded, and serve without pay. A borrower's protective insurance is supplied at low cost.

The future holds great possibilities for this co-operative activity. We have set ourselves the task of widening these channels for good. Credit unions may employ the great financial power which is coming to them, by:

1. Developing mass production.
2. Developing mass distribution.
3. These thus develop thrift among the members.
4. They encourage wise spending.
5. Will not develop "competitive co-operation" as in Europe, but will help finance.
6. Consumption of all sorts of comforts and even luxuries, such as automobiles, radio sets,

electric refrigeration, and other household appliances, domestic and foreign travel.

7. They encourage borrowing, not only to tide over emergencies but also to maintain a reasonable standard of living. For consumption must be financed if there is to be a general prosperity. The credit union which enables a member to purchase one of those goods will be giving employment to other workers. These in turn themselves being employed (and therefore retaining their buying-power) will thus be giving employment to others.

The credit union is teaching us that credit is a valuable asset to be used. This co-operative activity places the creditor and debtor in the same position—that of extending credit, for the one to whom money is owed is crediting his brother with honesty, trustworthiness, and honorable motives. The one owing is crediting his brother with patience, understanding and confidence. The qualities of understanding and kindness are seen to be true assets in active expansion, thus wiping out the ignorance which has formerly surrounded the subject of credit.

So credit no longer is to be the ponderous mystery exploited by the financial world, but becomes the natural every-day practice of the Golden Rule.



*Harley W. Lyon, of Pasadena, president of N. E. A. Department of Elementary School Principals.*

## A Public Schools Week Program

MARY H. SAGAL, Teacher, Chowchilla Union High School

**W**HAT kind of a program should we have for Public Schools Week? When this matter came up for discussion at faculty meeting, it was decided to present the course of study to the parents at an evening program. With the co-operation of the various departments a skit was written incorporating the course of study in the form of a conversation between the "principal" of the high school and the "parents" of two prospective freshmen who had come with their children on enrollment day to find out something about the school. The principal described the work of each department and then took his visitors to the various classrooms to show them what was being done. The role of principal, parents and freshmen, in the skit were played by students.

Since the stage in our auditorium was not large enough to accommodate both the "principal's office" and the various classrooms, a platform was built in front of it and to the left of the center, just large enough for an office desk and several chairs. This was the "principal's" office and there the characters in the skit sat during the entire performance.

### Clever and Effective Stage Arrangement

The stage itself represented the different classrooms mentioned in the skit with but slight changes of fixtures and decorations. The auditorium was darkened, stage curtains closed and a spotlight played on the "principal" during his conversations with the parents. When he apparently escorted his visitors to a class room to show them the work of a particular department, the actors on the platform turned toward the stage, curtains were opened, the spotlight was thrown on the stage where a suitable demonstration was put on by the department in question.

At the conclusion of the demonstration, the curtains were closed, the stage was set for the next demonstration while the spotlight again covered the visitors and principal on the platform who continued with his explanation of the course-of-study. The demonstrations were carefully planned so that there was enough time for any change of stage setting while the principal was talking.

The demonstrations were entertaining as well as instructive and served to recompense the

audience for the lengthy discourse of the principal. The drama class staged an amusing one-act play entitled "It will be all right on the night," in which an overworked director tries to coach a group of boys in a highly dramatic performance for which they had not thoroughly learned their parts. The result was much confusion and laughter for the audience.

### A Synthetic Cow

The agriculture class led on the stage a synthetic cow consisting largely of a sheet draped over two boys of equal height, a head and "bag" of white cotton cloth. One of the students represented the farmer and owner of the cow, which was for sale. Another student played the part of the instructor and proceeded to discuss the "fine points" of the animal while the rest of the class stood around and admired the animal to the great amusement of the audience.

The civics demonstration consisted of an open forum discussion of the qualifications of a good citizen. The chemistry class put on a skit entitled "All Wet, a scientific treatise on water," by Professor Louis C. Jordy. In this skit a professor is trying to demonstrate to his students that water is a colorless substance. However, the water used to illustrate the lecture refused to stay colorless and changed its hue at most inopportune moments apparently causing the professor much embarrassment and completely mystifying the spectators.

For the demonstration of the commercial department the stage was set with a long blackboard, a teacher's desk and two tables provided with typewriters. The demonstration consisted of a typing speed test and shorthand dictation written on the blackboard so all could see. At the conclusion of the program refreshments were served to everybody upstairs in the home-making department.

**T**HE audience showed by their enthusiasm that the program was highly successful. It was thereupon proposed at faculty meeting that an account of the skit be sent to Sierra Educational News with the hope that it might be helpful to others who are wondering what kind of a program to have during Public Schools Week.

**DAILY****LIFE LANGUAGE SERIES****Lyman-Johnson**

**ELEMENTARY-SCHOOL COURSE**—Popular books that provide a systematic language program for grades 2 to 8. A three-book edition, a book-a-grade edition, with an optional book for the second grade. Teachers' Manuals are available. Circular No. 607.

Among the many 1935-1936 users are Minneapolis, Baltimore, New Rochelle, Jackson, Miss., Sheboygan, Sioux City, Council Bluffs and Ogden, Utah.

**Lyman-Johnson-McGregor**

**JUNIOR-HIGH-SCHOOL COURSE**—Three new language books built around the key ideas of the junior-high-school movement—guidance, individualization, and socialization. I Guidance in Expression, II Effective Communication, and III English in School, Home, and Community. Circular No. 699.



**GINN AND COMPANY**

45 Second Street, San Francisco

# Salary Retrenchment gives way to Salary Restoration

DONALD T. GRAFFAM, *Chairman, Salary Trend Committee,  
C. T. A. Southern Section; Instructor, Citrus Junior College, Glendora-Azusa*

**C**OMMITTEE on Teachers Salaries of California Teachers' Association, Southern Section, undertook last spring to determine trends in salaries of California public school teachers during the period 1929-1936. Responsibility for the study was assigned to a sub-committee, the Salary Trend Committee, composed of Beulah B. Coward, Amos B. Ikenberry, Francis McCray, Elizabeth Watkins, and Donald T. Graffam, chairman.

Data were secured by means of a questionnaire sent to public school administrators soliciting information under the following heads: (1) per cent of decrease in average salary from 1929-1930 to 1933-1934; (2) action taken by board of trustees relative to teachers salaries for the fiscal period 1934-1935; (3) action taken by board, or (4) probable action of board on salaries for 1935-1936. Ninety-five replies were received, including reports from 46 unified districts, 19 elementary districts, and 30 union high school districts. These replies represented a random sampling of the total situation for the public schools of California.

A brief summary of the more important findings of the study is as follows:

1. The salaries of teachers have suffered in varying degree during the depression. Table 1 shows that salary cuts in 95 school districts of California have ranged from 5% to 37% during the period from 1929-30 to 1933-34, the median reduction being 12.5%. On the whole, the stiffer salary retrenchment has occurred in union high school districts.

2. The year 1934-1935 seems to have witnessed the stemming of the tide of salary retrenchment, only 3.2% of those school districts included in this study reporting further reductions for that year, while 53.7% made no salary changes compared to the preceding fiscal period. On the other hand, 43.1% of the systems reported definite salary restoration, the median increase being 5% in all three types of school districts. (See Table 2.)

3. From Table 3, it can be seen that most school boards had not taken action in the early

Table 1. Percent of Decrease in Average Teachers Salaries from 1929-1930 to 1933-1934

	Unified School Dist's	Elem. School Dist's	Union H. School Dist's	Total
No. Replies.....	46	19	30	95
Median .....	11.5	13.0	14.5	12.5
Twenty-five Percentile .....	10	5	10	10
Seventy-five Percentile .....	17	15	20	17.5
Range .....	5-27.5	5-17.5	7-37.0	5-37.0

Table 2. Action Taken By School Boards On Teachers Salaries For 1934-1935

	Unified School Dist's	Elem. School Dist's	Union H. School Dist's	95 School Dist's
No. Replies.....	46	19	30	95
No Action				
Number .....	23	10	18	51
Percent .....	50.0	52.6	60.0	53.7
Decrease				
Number .....	3	0	0	3
Percent .....	6.5	0	0	3.2
Restoration				
Number .....	20	9	12	41
Percent .....	43.5	47.4	40.0	43.1
Percent of Restoration				
Range .....	2½-10	2½-6	3-10	2½-10
Median .....	5	5	5	5

Table 3. Action Taken By School Boards Regarding Teachers Salaries For Year 1935-1936 as of April 1, 1935

	Unified School Dist's	Elem. School Dist's	Union H. School Dist's	95 School Dist's
No. Replies.....	46	19	30	95
No Action				
Number .....	43	17	28	88
Percent .....	93.5	89.5	93.3	92.6
Restoration				
Number .....	2	0	1	3
Percent .....	4.3	0	3.3	3.2
Decrease				
Number .....	0	0	0	0
Percent .....	0	0	0	0
Indefinite Replies				
Number .....	1	2	1	4

**Table 4. Probable Action of School Boards  
Regarding Teachers Salaries For Year  
1935-1936 as of April 1, 1935**

	Unified School Dist's	Elem. School Dist's	Union H. School Dist's	95 School Dist's
No. Replies	46	19	30	95
Restoration				
Number	20	9	17	46
Percent	43.2	47.4	56.7	48.4
Decrease				
Number	0	1	0	1
Percent	0	5.3	0	1.1
Status Quo				
Number	18	8	8	34
Percent	38.9	42.1	26.7	35.8
Indefinite Replies				
Number	8	1	5	14

part of April, 1935. The three systems reporting action (Albany, Vallejo, and Santa Maria Union) indicated the granting of salary increases.

4. Table 4 shows that in the estimation of administrators as of April, 1935, board action favoring restoration of teachers salaries was to be enjoyed by approximately one-half of the systems, a condition of status quo was expected to be maintained in one-third of them, while only one system was considering a decrease. Indefinite replies on this question were received from the remaining fourteen school districts.

These findings present evidence that salary retrenchment in the public schools of California has been stemmed and that mild salary restoration is becoming the general situation.

Optimistic as this seems, however, it should be pointed out that due to a rise in prices since 1933, the teachers as a whole are relatively no better off than they were before salary restoration was begun in 1934-1935. Data were included in the study to show that from June, 1933 to March, 1935 prices of food and clothing advanced 36.9 per cent, these items alone constituting approximately one-third of the average teacher's annual budget. Assuming that prices of all other items of the teacher's budget remained unchanged during this period, it can readily be seen that to maintain the same standard of living would require a twelve per cent increase in total salary to offset the added expense of higher priced food and clothing.

The facts are that prices of other budget items have not remained unchanged and that most teachers have not received a twelve per cent advance since 1933. Therefore it is to be concluded that further salary restoration is necessary if teachers are to regain their former economic status.



**SEVENTEENTH** anniversary of the Armistice is November 11 (Monday). A study of the 902 major wars fought since 500 B. C. reveals that the World War was eight times larger than the other 901 wars combined.

"**IT** is on my desk, guarded by my '45," wrote Professor Hughes Mearns, School of Ed., New York Univ., of THE WINSTON SIMPLIFIED DICTIONARY—which recalls to us the suggestion once made that we should supply a padlock with every copy of "the modern authority."

**LARGEST** library abroad is in Paris; second and third largest libraries are in Russia.

**REPRESENTATIVES** of Winston, located in every state of the United States, report a universal interest in remedial and corrective reading. Ideal textbooks: THE WONDER WORLD, FACTS AND FANCIES, and WHYS AND WHEREFORS. Just published—a workbook: DIAGNOSTIC TESTS AND REMEDIAL EXERCISES IN READING (list \$0.36) by Brueckner and Lewis.

**ALTHOUGH** the Maharajah of Kapurthala has an annual income of \$3,000,000.00, not all of the 662 princes of India have fabulous incomes. Some of them, ruling over territories in the Simla Hills, receive less than \$10 a week.

**GREAT BRITAIN** is the chief coal-exporting country in the world, yet it was an English King, Edward I, who passed a law making the burning of coal an offense punishable by death.—From THE STORY BOOK OF COAL, by Maud and Miska Petersham. Other new titles: OIL, GOLD, IRON AND STEEL (\$0.60 each).

**1935** is the 95th anniversary of the first adhesive postage stamp, the famous British "Penny Black." Celebrate—by writing us about **EVERYDAY LIFE**, a new reader for Grade 1, **PLANE TRIGONOMETRY**, by Simpson, for Grade 12, or about any subject in the curriculum.

**MOST** widely used word in the world today is "Amen" (verily, so be it). It is employed by nearly one billion Christians, Jews, and Mohammedans, or just half of the population of the earth. And most widely used geographies in the U. S. today are written by J. Russell Smith, of Columbia Univ. For Grades 3 to 8.

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## After Seventeen Years

FLORENCE H. MCKIM, Teacher, Sixth Grade, Annandale School, Los Angeles City

"HOW long have you been in the same school," is a question I am often asked. When I answer 17 years—such a reply brings forth such comments as "Sort of own the place, don't you?" "Don't you want a change of scenery? Do you grow, staying so long in one place?" To each of these questions I have a different answer."

Do I own the place? No, I don't feel that I do—nor does it own me. You can't possibly own anything that changes as rapidly as does a growing child in this world of ours today. Did you ever have a child several terms and hear him say "The teacher never taught me that!" Down deep in your heart you know you labored many hours with just that problem. Sort of takes the conceit out of you, doesn't it? Makes you humble and considerate of a fellow-teacher's feeling when you might say unkind things about the preparation of her class which you have just received.

Again—there's Jack who was always flighty—perhaps he'd never amount to much in life—but he was kind, polite, and he did love music. You wondered about him—until one day a sturdy young man, neat, tall and good-looking, calls upon you and with pride asks if you remember—You do—why yes—he is the radio singer and organist whom you have heard over the NBC network. You ask what he remembers about school—and does he surprise you with tales of incidents which had an effect upon his life—a kind word spoken when he was worried—a task assigned (which he could do!) which was not in the text book.

No, it wasn't the facts of books, but the way these facts were presented to him that he remembered. What if you had moved away to another school and he couldn't have found you to tell you how he remembered? Does his case help give you patience and courage with the slow ones today? I think so.

Yes, and there was Nellie, who couldn't do arithmetic. She was a sweet little girl. The other day, when she passed our school after being away for ten years—she brought her little girl, just to see if any of her teachers were there. What did it matter that Nellie was no student? She had character and is a fine mother. I was glad that she said, "I'll always love Annandale—I was so happy here."

Then there was the brilliant lad, who could read in the Sixth Reader when only in the Third Grade. His vocabulary always amazed you—His classmates stood in awe of him; he ruled them as a dictator, but he did not make friends of them—Today, that boy isn't a success in the work he knows so well, because he just can't get along with his fellow-workers—He is critical and fault-finding. Yes, I learned how to be a better social mixer with boys and girls from learning what too much early success did for Paul. Perhaps if I should not have stayed I should have always thought of him taking his place as a leader among men.

I could name many others whom I've watched grow. One lad who asked what church I belonged to when he was a Fifth Grade pupil of mine, and when I told him—he said, "That's fine," and added, "I wanted to invite you to mine, if you didn't have any." Today, he has his own church and is doing good work. I was invited to hear his examination sermon. Was it personal selfishness to realize that I'd been privileged to touch his child-life and know his adult life too? Perhaps if I had moved away, my name would not have been fixed in the minds of the community.

Do I want a change of scenery? Of course I do, but I have seen the old give away to the new. The school outgrew the building—a new addition was added—the playground became too small, several other old buildings were torn down to give more playroom. A nine-foot wire fence was added enclosing the grounds. New streets were opened through what had been barren acres. Trees were planted on our school-grounds on "Memory Days." I have changed my classroom seven times so have no set scenes in them. Nor have I ever been known as the Teacher in Room —.

### You Must Grow!

Do I grow when staying so long in one place? All I can say is—if you don't want your feelings hurt by being discussed by a member of a community as an old fogey, you must grow! You can't have them say, "Why, I learned that same old thing from her years ago." You must keep your parents interested in you—glad to have their boys and girls under your guidance. You have to "keep fit" in dress, manner, methods, and spirit. They know you



too well to let down. A certain standard has been built up. It must be kept up.

Let me say, I have seen transient teachers come and go from our school. And many are the snap judgments made of children whom you can only learn to know by knowing their home—They must have confidence in you and your judgement—it helps to solve all the problems of school-life to have a faculty known to parents, and known to each other.

**I**N closing—You may grow anywhere if you have the right spirit within you, and will learn—but I know I am a better teacher, more human, more patient and understanding for allying my fortunes with the lives of this school for these many years. I'm still this side of forty myself. So, I look forward to the future, and am not stopping my education, this side of the grave.

I haven't lost time in getting adjusted to new communities and new faculties. Our faculty has been about the same for ten years. It is with pride that we are known by those who come in contact with us as a friendly school—splendid citizenship among our boys and girls. Each term sees us start out for a better school term than the last. And everyone unites in this effort—perhaps it is now a habit for it runs so smoothly—We love our School.

\* \* \*

## The Junior High School

**F**RANK FOREST BUNKER, now editor of the Carnegie Institution of Washington and formerly prominent Pacific Coast school superintendent, is author of *The Junior High School Movement—Its Beginnings*, published by W. F. Roberts Company of Washington, D. C.

Dr. Bunker was recognized throughout the west as a pioneer in educational progress. As assistant superintendent of schools in Seattle and Los Angeles and as superintendent of Berkeley public schools, he achieved national recognition by his important work. He was the founder of the junior high school.

In a substantial and scholarly volume of over 400 pages, Dr. Bunker tells the story of the junior high school movement. He describes the re-organization of the Berkeley school system and the evolution of a functional plan in modern schools.

In his foreword he states, "With the re-organization of the schools of Berkeley on the junior high school basis, a movement among educational administrators began which, in the 25 years that have since elapsed, has won na-

tion-wide acceptance. At the beginning of the present century the typical city-school system of the United States comprised an elementary period of 8 years and a high-school period of 4 years; today, the prevailing system embraces an elementary period of 6 years which is broken into two distinct units of 3 years each.

"Not only has the 6-3-3 grouping of grades, urged by the pioneers of the movement, been accepted, but 25 years of trial under all possible conditions has confirmed, as well, the soundness of the philosophy that lay back of the early attempts to bring about a resegmentation of the parts of an irrational and wasteful system.

"It has seemed worthwhile, for the sake of the historical record, at least, to review the beginnings of the movement concretely represented in the schools of Berkeley; to trace to their sources the influences that culminated in the action there taken; and to set forth the educational purposes that prompted the endeavor."

Dr. Bunker's monograph will be of great interest to California school people.

\* \* \*

## Central Section Programs

**C**ALEIFORNIA Teachers Association Central Section recently inaugurated a Saturday series of broadcasts over Station KMJ, Fresno. Students from Mariposa High School presented the first program entitled, "Mariposa Ellen." Each county in the Section and Fresno city is responsible for a program. Continuities are being prepared by Mrs. Elizabeth B. Kircher and Lloyd Sisler, Fresno city teachers.

The committee in charge of the series comprises: Paul E. Andrew, district superintendent of schools, Clovis; L. E. Chenoweth, city superintendent, Bakersfield; Roy L. Driggers, superintendent, Tulare County schools; W. A. Knapp, supervisor of county schools, Merced; and O. S. Hubbard, Fresno city superintendent.

\* \* \*

## Lucretia Ann in the West

**L**UCRETIA ANN in the Golden West, by Ruth Gipson Plowhead. Those who read the adventures of Lucretia Ann on the Oregon Trail will want to follow the story of their little friend in her new home out in the forests of the great West. This book, in a refreshing manner, records the happenings of a pioneer family—a family that really helped to build a new territory into a great state. Mrs. Plowhead has a pleasing way of presenting her material. This book is an addition to school libraries. Published by the Caxton Printers, Ltd., Caldwell, Idaho.—Roy W. Cloud.

## The New Retirement Salary Law—(Continued from Page 16)

Table 2. MEN

Exact Age at which Deposits Begin	Retirement Age												
	55	56	57	58	59	60	61	62	63	64	65	66	67
21	\$4.78	\$5.16	\$5.57	\$6.02	\$6.50	\$7.03	\$7.60	\$8.23	\$8.91	\$9.66	\$10.47	\$11.36	\$12.34
22	4.53	4.90	5.29	5.72	6.18	6.69	7.23	7.83	8.49	9.20	9.98	10.84	11.77
23	4.29	4.64	5.02	5.43	5.87	6.35	6.88	7.45	8.08	8.76	9.51	10.33	11.23
24	4.06	4.39	4.76	5.15	5.57	6.03	6.54	7.09	7.69	8.34	9.06	9.84	10.70
25	3.84	4.16	4.50	4.88	5.29	5.73	6.21	6.74	7.31	7.93	8.62	9.37	10.20
26	3.63	3.93	4.26	4.62	5.01	5.43	5.89	6.40	6.95	7.55	8.20	8.92	9.71
27	3.42	3.71	4.03	4.37	4.74	5.15	5.59	6.07	6.60	7.17	7.80	8.49	9.24
28	3.22	3.50	3.80	4.13	4.49	4.88	5.30	5.76	6.26	6.81	7.41	8.07	8.79
29	3.03	3.30	3.59	3.90	4.24	4.61	5.02	5.46	5.94	6.46	7.04	7.67	8.36
30	2.85	3.11	3.38	3.68	4.01	4.36	4.75	5.17	5.63	6.13	6.68	7.29	7.95
31	2.68	2.92	3.18	3.47	3.78	4.12	4.49	4.89	5.33	5.81	6.34	6.91	7.55
32	2.51	2.74	2.99	3.26	3.56	3.89	4.24	4.62	5.04	5.50	6.01	6.56	7.16
33	2.34	2.57	2.81	3.07	3.35	3.66	4.00	4.37	4.77	5.21	5.69	6.22	6.80
34	2.19	2.40	2.63	2.88	3.15	3.45	3.77	4.12	4.50	4.92	5.38	5.89	6.44
35	2.04	2.24	2.46	2.70	2.96	3.24	3.55	3.88	4.25	4.65	5.09	5.57	6.10
36	1.89	2.09	2.30	2.52	2.77	3.04	3.33	3.65	4.00	4.39	4.80	5.27	5.77
37	1.76	1.94	2.14	2.36	2.59	2.85	3.13	3.43	3.77	4.13	4.53	4.97	5.46
38	1.62	1.80	1.99	2.19	2.42	2.66	2.93	3.22	3.54	3.89	4.27	4.69	5.15
39	1.49	1.66	1.84	2.04	2.25	2.49	2.74	3.02	3.32	3.66	4.02	4.42	4.86
40	1.37	1.53	1.70	1.89	2.09	2.32	2.56	2.82	3.11	3.43	3.78	4.16	4.58
41	1.25	1.40	1.57	1.75	1.94	2.15	2.38	2.64	2.91	3.21	3.55	3.91	4.31
42	1.14	1.28	1.44	1.61	1.79	1.99	2.21	2.45	2.72	3.01	3.32	3.67	4.05
43	1.03	1.17	1.31	1.48	1.65	1.84	2.05	2.28	2.53	2.81	3.11	3.44	3.80
44	.92	1.05	1.19	1.35	1.51	1.70	1.90	2.11	2.35	2.61	2.90	3.22	3.56
45	.82	.95	1.08	1.22	1.38	1.56	1.75	1.95	2.18	2.43	2.70	3.00	3.33
46	.72	.84	.97	1.11	1.26	1.42	1.60	1.80	2.01	2.25	2.51	2.80	3.11
47	.63	.74	.86	.99	1.14	1.29	1.46	1.65	1.86	2.08	2.33	2.60	2.90
48	.54	.65	.76	.88	1.02	1.17	1.33	1.51	1.70	1.92	2.15	2.41	2.69
49	.45	.55	.66	.78	.91	1.05	1.20	1.37	1.55	1.76	1.98	2.22	2.49
50	.37	.46	.57	.68	.80	.93	1.08	1.24	1.41	1.61	1.82	2.05	2.31
51	.29	.38	.48	.58	.70	.82	.96	1.11	1.28	1.46	1.66	1.88	2.12
52	.21	.30	.39	.49	.60	.72	.85	.99	1.15	1.32	1.51	1.72	1.95
53	.14	.22	.30	.40	.50	.61	.74	.87	1.02	1.18	1.36	1.56	1.78
54	.07	.14	.22	.31	.41	.52	.63	.76	.90	1.05	1.22	1.41	1.62
55	.07	.15	.23	.32	.42	.53	.65	.78	.93	1.09	1.27	1.46	
56	.07	.15	.24	.33	.43	.55	.67	.81	.96	1.13	1.31		
57	.07	.15	.24	.34	.45	.56	.69	.84	.99	1.17			
58		.08	.16	.25	.35	.46	.58	.72	.87	1.03			
59		.08	.16	.26	.36	.48	.60	.74	.89	.90			
60		.08	.17	.27	.37	.49	.62	.77					
61				.08	.17	.27	.39	.51	.65				
62					.09	.18	.28	.40	.53				

For example, if a woman contributes \$50 per year to the annuity deposit fund from exactly age 40 to exactly age 60 she would receive an annuity, payable in monthly installments, upon retirement at age 60, of five times \$2.08, or \$10.40 per month for the balance of her life. If her annual contribution should be increased by \$10 beginning at age 50 she would receive an additional 84c per month, making \$11.24 per month upon retirement at age 60.

WHILE the amounts shown here are payable throughout life, the retiring person

may elect under options provided in the retirement law, to receive a reduced annuity and leave to a beneficiary at death, a benefit in the form of a lump sum or a monthly payment to continue throughout the life of the beneficiary.

Full information under the options will be furnished automatically by the Retirement office at retirement, the election being made only at that time, since financial and dependency conditions which will then exist but which cannot be foreseen, will determine the advisability of such an election.

## November Teachers Conventions

ROBERT W. SPANGLER

**N**OVEMBER is the most popular month for teachers conventions in Northern California. The three days before Thanksgiving,—Monday, November 25, Tuesday, the 26th, and Wednesday, the 27th,—are the dates upon which will be held the annual teachers meetings.

From all parts of the Bay Region and surrounding territory the school - teachers come together to participate in professional discussions of current educational progress. New technics of instruction, advances in the various activities of the curricula and many other cognate themes are presented by experts.

In the Bay Region the meetings are scheduled as follows:

- a. East Bay, in Oakland—Oakland, Alameda City, Berkeley; Alameda, San Joaquin and Contra Costa Counties.
- b. West Bay, in San Francisco—San Francisco; San Mateo, Marin, Napa, Solano, Sonoma and Lake Counties.
- c. Districts holding institutes in their respective counties—Santa Clara, Stanislaus and Tuolumne Counties.

Attendance at these sessions (on basis of teachers employed) will be:

**West Bay Institute, in San Francisco:**

San Francisco .....	3,002
Lake County .....	77
Marin County .....	285
Napa County .....	149
San Mateo County .....	650
Sonoma County .....	506
Solano County .....	278
Total.....	4,947

Total.....

**East Bay Institute, in Oakland:**

Oakland .....	1,780
Piedmont .....	94
Alameda City .....	282
Berkeley .....	643
Alameda County (rural).....	553
Contra Costa County .....	672

San Joaquin County .....	733
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Total.....	4,757
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The following hold their institutes in their own counties:

San Jose City .....	462
Santa Clara County .....	709
Stanislaus County .....	525
Tuolumne County .....	77

Total.....	1,773
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<b>Grand Total .....</b>	<b>11,677</b>
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Santa Clara County teachers will hold their institute sessions at San Jose under direction of Lewis H. Britton, county superintendent of schools. The San Jose teachers held their meetings, September 13, 14.

G. P. Morgan, veteran California school leader, is Tuolumne county superintendent of schools and will have charge of the institute sessions of that county, to be held at Sonora.

Stanislaus County teachers will meet at Modesto. The sessions will be in charge of Mrs. Lourien E. Elmore, county superintendent of schools, and J. H. Bradley, Modesto city superintendent of schools.

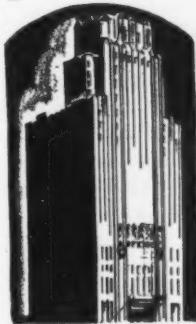
**I**NDICATIVE of the wide range and diversity of studies and activities in the progressive modern educational program is the following list of section meetings scheduled for the Bay convention:

Administration-Research, Administrative Women's Section, Agriculture, Arithmetic, Classical, Classroom Department, Commercial, Continuation Education, Deans of Girls and Women



Vice - Principals, Directors and Supervisors, Dramatic Art, Drawing and Fine Arts, Elementary Principals, English, Evening School, Evening School Principals, French, German, Guidance, Hard of Hearing Adults, Heads of Depart-

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ments, Health, Home Economics, Immigrant Education, Industrial Education Section, International, Italian, Journalism and Publicity, Junior College, Kindergarten and Primary Sections, Library, Mathematics, Music, Penmanship, Physical Education, Physically Handicapped Child, Science, Social Studies Section, Social Studies Club, Spanish, Special Class, Visual Education, Vocational Education Section, California School Masters' Club Annual Dinner and Dinner for the Women of the Institute.

OTHER teachers institutes (in addition to those of the Bay Section above listed) are:

### Northern Section

California Teachers Association Northern Section, comprising the Sacramento Valley area and adjacent territory, will hold its biennial convention in Sacramento, November 25-27. In conjunction with joint-teachers institutes the following counties will be represented:

Amador, Butte, Colusa, Eldorado, Glenn, Lassen, Placer, Plumas, Sacramento, Siskiyou, Sutter, Tehama, Yolo, Yuba; and Sacramento and Chico cities.

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The president of the Northern Section is Professor Fordyce Stewart, State College, Chico; the secretary is Mrs. Portia F. Moss, Placer county superintendent of schools, Auburn.

### **Central Coast Section**

CENTRAL Coast Section, comprising the counties of Monterey, Santa Cruz, San Luis Obispo, and Monterey, will hold its institute and convention in Monterey on November 25, 26, and 27. The total teacher population in this group is between 1100 and 1200, over 1000 of whom are members of California Teachers Association.

The convention and institute will be constructed of three general types of meetings: separate institutes for the consideration of local county problems; general assemblies for inspirational talks and addresses on general educational progress; and group conferences.

The 1100 teachers of the section will be divided into some 33 conference groups, each under a teacher leader and a specialist leader from some college or university. The conference groups will meet for either two or three sessions during the convention period.

Individuals attending three conference sessions of consecutive work and under conditions

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---------------------------------------	--

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laid down by the college are allowed to earn college credit if desired. The theme sentence for the convention is Progressing American Education is Patriotism in Practice.

The president of Central Coast Section is Mrs. Veva C. Watson, teacher, Oak Grove Elementary School, Monterey; the secretary is T. S. MacQuiddy, Superintendent of Schools, Watsonville.

#### Central Section

California Teachers Association Central Section, comprising the counties of Fresno, Kern, Kings, Tulare, Mariposa, Madera, and Merced, will hold its teachers institute and convention in Fresno on November 25, 26, and 27. The president of the Section is C. F. Denham, district superintendent of schools, Hanford; the secretary is Louis P. Linn, principal, Washington Union High School, Fresno.

#### Southern Section

Southern Section Council, C. T. A., will hold its annual meeting, Hotel Biltmore, Los Angeles, Saturday, December 14.

Los Angeles County teachers held institute sessions in three groups, October 12. Orange County teachers held an institute at Riverside, October 10. In general the nine southern counties planned their institute sessions distributed throughout autumn in Saturday or evening meetings, one session at a time.

\* \* \*

#### New Mayflower Policy

SOMETHING new in the way of rates is being offered by the Mayflower Hotel in Los Angeles. Their new two-for-one policy permits two people to occupy a room for the price of one. All rooms have outside exposure, the guest's preference of either double or twin beds, and all have private baths. Teachers and their families or friends traveling together are thus assured of excellent accommodations at this hotel at lower advertised rates.

Tariff is relatively low compared with the advantages this beautiful hotel offers its guests. Conveniently located near the shopping district, theatres, and points of interest in Los Angeles, and directly opposite the Biltmore hotel, with its intriguing, convenient shops, the Mayflower is the newest downtown hotel. It adjoins the beautiful park surrounding the Los Angeles public library, and the picturesque sun deck of the hotel overlooking the library gardens is in keeping with the atmosphere of quiet dignity the Mayflower is able to maintain, being just far enough away from congested, noisy traffic zones. Excellent cuisine at reasonable rates may be enjoyed in the Mayflower dining room and coffee shop. Fireproof garage adjoins the hotel.



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#### Orange County Teachers Institute

ORANGE County Teachers Institute was held October 10 and 11 at Orange Union High School, Santa Ana. Among those in charge of the sessions were: Ray Atkinson, county superintendent of schools; M. G. Jones, principal, Huntington Beach Union High School; Melbourne A. Gauer, district superintendent, Anaheim; C. O. Harvey, principal, Brea Olinda Union High School.

The county kindergarten-primary association held a delightful luncheon meeting. The Orange County Teachers Credit Union listened to an inspiring and helpful address by Mrs. Georgia Parsons, past president of the Los Angeles Teachers Credit Union. R. L. Spaugh, principal, Olive School, is president of Orange County Teachers Credit Union, and Harry P. Jackson, teacher, Santa Ana Junior College, is secretary.

A notable feature of the sessions was the music comprising a symphony, men's chorus, women's chorus, district P.-T. A. chorus, men's glee club, and a symphony choir.

## Junior College Radio

LEONARD I. BARTLETT, *Radio Director*  
*Modesto Junior College*

ENTERING a new field of public relations—radio broadcasting—Modesto Junior College presented a total of 196 quarter-hour and 33 half-hour programs during the 1934-1935 school year. Broadcasts were made at the Modesto studios of KTRB, "The Voice of Central California."

Programs ranged from student soloists to faculty lecturers, from re-enactments of classroom scenes to a farewell broadcast presented Commencement Day by the Class of 1935.

Chief among the sustaining programs was a series of 33 Sunday afternoon programs, presented as the "Know Your College" hour. Vocal and instrumental music, supplemented by addresses given by faculty members and prominent students, comprised the substance of these broadcasts.

A weekly college-news broadcast, written and presented by the college journalism department, went on the air regularly each Friday morning.

Other program subjects included: lecture on local geological formations, discussion of motion pictures and modern education, reading of original student poetry, student discussion of munitions industry, book review, lecture on amateur photography, Negro spirituals and old-time songs by Negro students, discussion of personality, lecture on the violin and its mechanism, student discussion of scholarship and athletics.

Sustaining programs were presented by the drama, agriculture, commerce, and speech-arts departments of the school. A professor in the English department gave weekly discussions of origins of words.

DR. DWIGHT C. BAKER, principal of the junior college, states: "Weekly radio broadcasts over our local station, such as "Know Your College Hour" and "News Broadcasts" have been the most valuable addition in the last two years to our training of college young people for civic life. The interest which they have provoked in journalism, public speaking, dramatics, music, and literature groups of the junior college has exceeded the inter-



Dozens of radio programs were presented over KTRB by these two members of the Modesto Junior College Class of 1936. They are Elaine Nichols (left), of Lodi, and Maryellen Hilburn of Turlock. They are shown here going on the air during a "Know Your College" weekly broadcast. Both are music majors. Miss Nichols is the daughter of Leroy Nichols, principal of Lodi High School.



Six Freshman English composition students are on the air re-enacting a classroom discussion of an essay topic. The program was presented for the Stanislaus County Parent-Teacher Association. From left to right, the students are: Clare Catterson, Modesto; Berniece Downing, Modesto; Robert Reed, San Bernardino; Phillip Algar, Modesto; Zelda Glaze, Turlock; and Helen Godfrey, Lodi.

est in any other extra-curricular activity, except athletics.

"The students who have been made responsible for radio broadcasting have grown remarkably in improving themselves in such matters as enunciation, knowledge of current social problems, literary backgrounds, musical techniques and criticism. Our class instruction standards have been raised as a result of the conscious and enthusiastic effort of students to meet the newer high standards for achievement in radio work."

All programs are prepared under faculty supervision. The weekly "Know Your College" hour was handled by the school's public relations committee, under supervision of Dr. Baker. More than 200 students and 34 faculty members participated in KTRB broadcasts during the year.

\* \* \*

### Dr. Snedden Returns to California

DAVID SNEDDEN, for many years professor of education sociology and vocational education, Teachers College, Columbia University, and now retired, is making his permanent home in Palo Alto. His address is Stanford University.

Dr. Snedden is a native son of California. He was born at Havilah, Kern County, November 19, 1868. He received his A. B. degree at St. Vincent's in Los Angeles, 1889; A. B., Stanford

University, 1897; A. M., Columbia University, 1901, Ph. D., 1907.

Tis first educational work was as principal of Santa Paula public schools, Ventura County, 1892-95; Paso Robles, San Luis Obispo County, 1897-1901. He was assistant professor of education at Stanford University, 1901-05, and from there went to Columbia. From 1909 to 1916 he was the first State Commissioner of Massachusetts under the system as then reorganized.

He has many friends and students throughout California.

\* \* \*

### Teacher Members of Retirement Board

AT the State Board of Education meeting, San Diego, October 4, William P. Dunlevy, teacher in San Diego High School, and F. C. Fullenwider of Riverside Junior College, were appointed members of the Public School Retirement Investment Board.

The retirement law passed by the last session of the Legislature provides that the State Superintendent of Public Instruction, the State Controller, the State Director of Finance, and two teachers appointed by the State Board of Education shall have charge of the investments of all funds paid for teacher retirement.

The appointments of Mr. Dunlevy and Mr. Fullenwider met with the approval of the teachers of California. Membership on this Board is of a highly responsible character, as the contributions of all of the teachers of California must be safeguarded.—Roy W. Cloud.



disabled. What a hopeless feeling comes over you as you say to yourself, "Where can I turn to find help?" Then suddenly you recall that you are enrolled in this great organization of teachers for teachers and you see stretched out toward you the helping hand of T.C.U.

### It Costs So Little to Be Safe and So Much to be Sorry

For the small sum of less than a nickel a day, T.C.U. will assure you an income when you are sick or quarantined or when you are accidentally injured. It will also pay you Operation and Hospital Benefits. Remember that statistics show that each year 1 out of 5 teachers is disabled by sickness, accident or quarantine. You

can't afford to take the risk of being unprotected. The better way is to share your risk, at small yearly cost, with thousands of other teachers. Then when trouble comes, you will find stretched out to you the helping hand of this great organization that has served teachers so well for more than 35 years.

### What the T.C.U. Will Do For You

The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure you an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

Make sure of T.C.U. Protection now. Send the coupon today. Get all the facts, without obligation. No agents will call. Information will be mailed you.

**Teachers Casualty Underwriters, 456 T.C.U. Bldg., Lincoln, Neb.**



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## The Barber College Curriculum

L. SHERMAN TRUSTY\*, Science Instructor, Pacific Barber College, Pasadena

**S**TUGGLING to come into existence is a new branch of learning; namely, barber science. The curriculum of the California barber colleges includes studies that link it to the vocational advance of the age. Besides training in hair-cutting, shaving, facials, and shampooing, the barber course consists of instruction in several subjects of a pre-medical nature.

In brief, the future barber is to be a "ton-sorial artist." Science is at last shaking hands with this particular phase of industry, organized attempts are being made throughout the country to make scientific barbering a reality. The Associated Master Barbers of America, through its educational council, is doing much to encourage a standardized curriculum for barber colleges.

It is interesting to note that California is among the progressive states that have adopted the standardized curriculum. The following is a synopsis of the curriculum now taught in the barber colleges of this state. Incidentally, the California barber law requires this curriculum, either by name or by implication. It must be borne in mind, however, that each of the below mentioned branches of science refers only to an elementary course.

### The More Theoretical

Bacteriology	Light therapy
Chemistry	Neurology
Dermatology	Pharmacology
Electricity	Physiology
Trichology	Sanitation
Hygiene	

### The More Practical

Barber implements	Hair-cutting
Barber law	Hair-dressing
Bleaching	History of barbering
Curling	Honing and stropping
Ethics in barbering	Marcelling
Dyeing of hair	Rinses
Facials	Scalp treatments
Finger waving	Shampooing
Shaving	
Shedding and regrowth of hair	
Shop management	
Theory of massaging	
Waving (not permanent waving)	

California allows the student only 1,000 hours or six months in which to amass the required

\*—The author holds a California general secondary credential and also an M. A. degree.

knowledge and to acquire the proper skill. According to a set schedule, he must then appear before the State Board of Barber Examiners for examination to determine his fitness to practice as an apprentice.

If he fails to make an average grade of 75, he must return to the college for an additional 500 hours before he is again eligible to take the examination. Such an examination consists of a hair-cut, a shave, a rest facial, oral questions, and written questions, as well as a checking of the sanitation of the applicant's tools and also of his application.

With this sort of curriculum, it is reasonable to believe that the future barber will be much better educated and more capable of rendering satisfactory service.

\* \* \*

### The Slow-Learning Child

**E**DUCATION of the Slow-Learning Child, by Christine P. Ingram, supervisor, Department of Child Study and Special Education, Rochester schools, New York, a significant volume of 435 pages, is published by World Book Company.

Miss Ingram has had a many-sided, practical experience with slow-learning children. In this practical treatise, she discusses the principles involved, presents numerous concrete illustrations and case-studies, and offers specific guidance for handling problems that may arise. Much of the material applies not only to the mentally-retarded but also to the dull-normal or borderline group; part 3, chapter 18, deals especially with the dull-normal. This admirable book makes clear the need for individual work for individuals, based upon a knowledge of psychologic facts, pupil needs, and instructional methods.

\* \* \*

**G**OLDEN RULE FOUNDATION, Pacific Coast Division, has its headquarters at 603 American Bank Building, Los Angeles. Lincoln Wirt is director; Dr. H. L. Herbert is secretary. This is a people's foundation to serve the citizens of all states in judicious, constructive administration of funds "in the spirit of the Golden Rule for the well-being of mankind throughout the world."

\* \* \*

At the recent convention of California School Superintendents, at Coronado, Cornelius B. Collins, Imperial County superintendent of schools, was elected president for the ensuing year. James G. Force, Monterey County superintendent of schools, was elected president of the County Superintendents Association.

## North Coast Meeting

Roy W. CLOUD

TEACHERS of Humboldt and Mendocino counties, North Coast Section, California Teachers Association, assembled in their annual meeting at the Eureka High School, September 16-18. The general sessions were under direction of Superintendents Robert A. Bugbee of Humboldt county and John W. Taylor of Mendocino county.

The California Teachers Association meetings were directed by Eugene H. Burns of Scotia, president of the Section. Glenn H. Woods of the Oakland schools was in charge of music. Dr. T. W. MacQuarrie of San Jose State College and Dr. Maynard Lee Daggy of Washington State College were the principal instructors.

Others who addressed the convention were: Sam H. Cohn, deputy superintendent of public instruction; Aubrey A. Douglas, chief, division of secondary education; J. A. Buckman, state teachers college advisor; Mrs. Elmarie Dyke, rural supervisor of Monterey county; Mrs. A. A. Fleeson, art instructor of the Talens school; Louise MacDonald, Ukiah High School; and Roy W. Cloud.

At the election of officers, Neil Parsons, principal, Mendocino High School, Mendocino city, was elected president and William A. Chessall, Ukiah High School, was elected member of the State Council of Education.

Miss Shirley A. Perry of Ukiah is secretary. Edward Nix of Eureka, Robert McKeay, Mendocino High School, and Ellen C. Knudsen of Marshall School, Eureka, were elected vice-presidents.

The committees of the association were: Legislation—Ralph B. Doughty, chairman, Ferndale; Paul C. Bryan, Fort Bragg; George B. Albee, Eureka; R. V. Lawson, Fort Bragg, Thomasina Tomlinson, Eureka.

Resolutions—Ray Rollin Wilson, Ukiah, chairman; Nova Fowler; Allen M. Ham; Myrtle S. Eglin; Neil M. Parsons.

Elections—John Bowersox, chairman; C. W. Nicks; Orletta Nelson; James Spiering; and John Hardwick.

Auditing—W. A. Chessall, chairman; Hugh B. Stewart and O. Walter Walton.

George B. Albee, superintendent of schools, Eureka, was elected member of Teachers Aid Committee. Mary Sample of Arcata was elected president of the Classroom Teachers Department.

\* \* \*

HOUGHTON Mifflin Company recently has brought out Pratt's First and Second Year Latin in two substantial and attractive volumes. This commendable text gives constant emphasis upon efficient and thorough mastery of the language. It follows a middle course between old-fashioned over-emphasis on drill and ultra-modern books which offer "too many side shows." It treats Roman life and customs attractively and briefly.

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## The Teacher Faces the Alcohol Question

ARTHUR F. COREY, *Assistant Superintendent, Orange County Schools, Santa Ana*

**T**HE educator who calmly and objectively examines the implications of the present trends in human consumption of alcoholic beverages is faced with certain demonstrable truths.

1. No reputable physician, psychologist, physiologist, or biologist now claims that alcohol is beneficial to the human organism.
2. Scientific research has established that alcohol, being a narcotic, lowers human efficiency.
3. It is essential that children know the truth and not be victimized by propagandizing interests that hope to profit by the increase in alcoholic consumption.
4. Almost nothing is being done in the schools to teach children the established facts concerning alcohol.

There is no longer excuse for education avoiding this issue, which even a cursory examination of conditions makes obvious. Alcohol is a vital factor in the lives of a large percentage of the pupils in the public schools, and deserves some attention.

The failure of school administrators and curriculum authorities to provide definitely a place in school programs for scientific attention to the human problem involved in the consumption of alcoholic beverages has been credited by many to lack of courage; but is more probably a reflection of their own ignorance of the established facts.

When many of our leading physicians are in possession of the most meagre knowledge concerning the physiology and more particularly the psychology of alcohol, it is not a matter of great surprise that school officials are slow to do something about alcohol education.

### No Curriculum Material Available

Many religious and semi-religious organizations have prepared materials intended for school use, but the curricular material prepared by school authorities upon the subject is almost non-existent. If no scientific experimentation had been conducted or if no established truth was available, such a condition might be excusable. However, such is not the case.

An authoritative bibliography of this subject can be easily prepared in any town or city having good library facilities without going outside

scientific journals in the fields of psychology and medicine. School people everywhere are expecting someone to tell them what to teach about alcohol, when a few hours study would give one sufficient knowledge to tackle the problem single-handed.

### Indirect Method Must Be Used

Alcohol education cannot be treated in the public school as a moral issue. The problem must be approached in a common sense, matter of fact manner. Some teachers have honestly studied the question, and because they tried to preach and moralize to children about the effects of alcohol, have accomplished little.

The instruction must be kept impersonal and scientific. A definite period of the day should never be set aside for such study. The presentation of facts concerning alcohol is better made indirectly through some point of interest in social studies, science, or physical education.

An examination of a course-of-study in social science will show the possibility of bringing out naturally some truth concerning alcohol in connection with every unit suggested. This type of approach requires a rather wide knowledge on the part of the individual teacher so that as situations arise in the classroom, the application can be immediately suggested.

Any public school teacher today must be able to answer authoritatively any reasonable question which might arise concerning alcohol.

### Current Events Emphasize the Problem

A visit to the city jail during the early hours of the morning, statistics concerning the apprehension of drunk drivers, the prevalence of common drunkenness at places of amusement, and the extreme accessibility of all sorts of beverages might encourage the educationist who till now has ignored this challenge to at least be informed of the facts.

The following annotated bibliography is suggested as helpful:

Dodge, R. and Benedict, F. G. "Psychological Effects of Alcohol"; Carnegie Institution, Washington, 1915. This is the report of scientific researchers carried on by the Carnegie Institution. It is scholarly and for the student who has some knowledge of statistics and their interpretation is very helpful.

Emerson, Haven. "Alcohol and Its Effect on Man"; Appleton Century, New York, 1934. p.

114. This is the best brief exposition of the scientific facts available concerning alcohol which has yet been published. Emerson is a medical man and has summarized the results of scientific researches over a period of years.

Emerson, Haven. "Alcohol and Man"; Macmillan, N. Y., 1932. This book contains a much more detailed treatment of the same material presented in reference 2. If time is available, this book should be read.

Hollingworth, H. L. "When Is a Man Intoxicated?" Journal of Abnormal Psychology, 1925, 9:122. This article proves interesting in view of the widespread discussion concerning available tests for intoxication in cases of automobile accidents.

Hollingworth, H. L. "The Influence of Alcohol." Journal of Abnormal Psychology, 18; 204-27 and 311, 1933. This series of four articles report the extensive researches of this eminent scientist in the psychological effect of alcohol on the human organism.

Miles, W. R. "Alcohol and Human Efficiency"; Carnegie Institution, Washington. 1924. 298p. This book is the final report of the researches begun in earlier years by Dodge and Benedict under the Carnegie Institution. It is detailed and requires some study but is the most authoritative single document on the subject.

\* \* \*

### Bridging the Years

ANNA MARY DEVLIN of Berkeley has published a California pageant entitled, "Bridging the Years." The material, for production by high school classes, contains the following historical presentation: Act 1—The coming of Junipero Serra; Act 2—The period of Spanish colonization; Act 3—The Donner Party; Act 4—After the Gold Rush.

California teachers interested in the presentation of this colorful drama may obtain copies of the pageant and permission to give the same from Gillick and Company, 2053 Center Street, Berkeley.

\* \* \*

### Educational Planning

C. E. RUGH, professor of education at the University of California, is the author of an article, "Educational Planning in America," in the October Journal National Education Association. Among the several important points which Mr. Rugh makes in this article is the statement that there are three documents which should be the primary charts for every planning body and which should also serve as a final check upon any plan proposed.

These documents are the preamble to the Constitution of the United States; the Social-Economic Goals for America, prepared by a Committee of the N. E. A.; and the Children's Charter, prepared by the White House Conference on Child Health and Protection.

Mr. Rugh's final statement that "it is evident that we need a National Educational Planning Commission to correlate and integrate all the fundamental plans" is most timely in view of the recent action of the N. E. A. to set up an Educational Policies Commission.

## Important New Books

### Haruko, Child of Japan.....\$1.00

By Eva D. Edwards, Claremont City Schools, California.

This new book on Japan for the third grade presents in story form the life and customs of modern Japanese children. It is delightfully written and unusually well illustrated.

### Children of Mexico.....\$1.25

By Irmagarde Richards and Elena Landazuri.

A vivid story of Mexico from the days of the Aztecs to modern times told through the child life of each period of history. These stories of children, which present a realistic and historically accurate picture of life and customs, are supplemented by stories of history and geography which, in themselves, are fascinating. The manuscript was checked for accuracy by the Department of Education of the Federal District of Mexico and by members of the staff of the National Museum.

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**C—THE SCIENCE OF DISCOVERY  
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Corwin and Corwin. For the 9th grade.

### An Oral Language Practice Book

For grades 5 and 6, or for slow groups in Junior High School. By Mabel Vinson Cage, author of "Spoken Drills and Tests in English." This new drill book is based entirely upon oral practice and ear training. It contains a device for tests and drills which is unique in language lessons. 1300 drill sentences.

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## Our Kindergarten Movie

MARIE HOYE THORNQUIST, *Principal, Avenue 21 Elementary School, Los Angeles*

THE kindergarten movie entitled, "Dramatic Play in the Kindergarten," which was taken at Ivanhoe School, has aroused much interest wherever it has been shown. Questions have been asked as to its origin and the means by which it was accomplished.

The children who are the characters in this movie, decided to build a Colonial house and to furnish it, after searching for pictures in such magazines as "Home and Garden," provided by the teacher, Mrs. Porter. They were shown a still-film roll showing different kinds of homes. They went for a walk in order to discover Spanish, English, bungalows and two-story houses in the neighborhood. They found out that some were Spanish because they had tile roofs and they were made of stucco. They knew some were English because they had painted roofs, dormer windows and showed half-timber work. The prettiest was a big white Colonial house; four pillars and two smaller pillars with a cupola near the door. It appealed particularly to the children.

The children soon began the building of the home for their baby doll and the construction of the furniture. Shutters were made of corrugated paper, painted green. Large white pillars made of rolls of cardboard, made the house look truly Colonial. And what an array of furniture!—a refrigerator with coils consisting of wooden beads; cigar boxes were to hold ice-cubes; a sink with "honest-to-goodness" silver-coated faucets; crib for the baby; high chair, stove with real oven and four burners; a fireplace with an opening for smoke to escape; a radio, book-case, a baby grand piano. New words were added to their list,—shutters, blinds, pillars, half-timber work, barred windows, etc.

As the furniture for the house was being made, all the cut-out pictures from magazines of furnished living-rooms, bathrooms, bedrooms, and kitchens, were kept in separate envelopes. In this way the children had access to them to study the different types of furniture and the kind appropriate for each room. Cut-out pictures of Colonial, Spanish, and English houses were kept in separate envelopes. Houses such as apartments, hotels, bungalows and cottages were kept in still another group.

Again children were shown the same still-films of houses for the benefit of a number of invited guests from the first grade. Janet was chosen manager; Peter, usher. Chairs were arranged with an isle in the middle and one on each side, as in a real movie house. Mrs. Porter was the cameraman. Mrs. Thornquist and the children were the audience. Elaine and Lawrence were voted upon to tell about the pictures when shown. This proved to be a splendid review for the children with a real purpose, to share their joy and information with others, besides providing a real situation for oral expression for those who told about the film. This show was a real life experience. Children invited their guests, received them, saw to it that they were seated comfortably, explained the picture to them, then bade them good-bye.

While the building of the home was in process and after it was completed, Mrs. Porter chose different children daily who wanted to be father, mother, brother and sister and play in the home. The house was dusted from top to bottom daily; groceries ordered over the telephone; baby (the doll) bathed, fed and put to bed according to schedule, for this was a modern family; clothes washed and ironed; luncheon prepared for father; milk was delivered and placed on the doorstep, the mail-man delivered the letters; father was seen spending his time reading the paper or eating or watering the flowers; the maid washed and hung out the clothes. The whole family got together only at meal time (strictly modern)!

### Pure, Spontaneous Play

This pure, spontaneous play went on from day to day. The children's play was so natural and spontaneous that Mrs. Porter and I decided to try our hand at directing a movie of the children. Parts were chosen by the children and try-outs were held, while the children selected the characters. When the cost of the movie became a stumbling block, one of the school's good patrons came to the rescue. Mrs. Nagamori said she could ask a Japanese expert cameraman to take the movies, so that the cost would be only for materials.

The motion-picture as finally produced proved to be a small classic. The fathers and mothers of the young actors and actresses were invited

to the preview. Although it was held at an un-heard-of hour, ten o'clock in the morning, we had a full house of fathers as well as mothers. Appreciation was expressed on all sides.

The motion-picture also includes the results of a short study of the seashore, as summer was near and children were experiencing trips to the beach. A yacht was built. In the movie the children are getting into it, and other children on the pier are waving good-bye to them. Live stock was no less an entrancing addition to the action. Two ducks, "Quack and Wack," which we reared from babyhood, are playing along the shore.

The reason that to us this movie is precious is that it shows little children at their play, living in a spontaneous, natural, happy manner. It is a film record of an entire unit which developed as it should. As the needs arose, plans were made, evaluated and carried out to the satisfaction of the children. Trips and visual aids were used to clarify ideas; frequent purposeful reviews were given when needed. Rehearsals were not used. No two performances were ever the same. The performance was truly spontaneous play.

\* \* \*

River Children, a dramatic story of boat-life in China by Mary Brewster Hollister, is published by Dodd, Mead and Company. It is for children ages 9 to 12 and has many charming illustrations.

\* \* \*

### What Are Your Favorite Books?

LAURA BELL EVERETT, *Oakland*

THE prize of \$100 by an anonymous donor, to be awarded by University of California to the student who through his undergraduate years has built up the best personal library, suggests one method of interesting students in books that they would care to own.

The further provisions are that the books shall be non-technical and that expenditures shall not have exceeded an average of \$10 a year. Professor George R. Stewart is in charge and the entrance date was October 15. The purpose is, of course, that the books shall be read for pleasure.

At the close of the year senior students who have collected their books each year present them in competition, arranging them as they choose. The nine students who presented their books in May gave interesting proof of the delights of book collecting.

The plan with variations may well be used not only in colleges but in high schools as well.

Mary Ellen Chase of Smith College, whose *Uplands* is out in a new edition and whose *Mary Peters* holds its readers, tells in an essay in *Modern Literature* how she purchased her first book and the thrill of it. Perhaps by careful forethought that thrill can be recovered for young people.

### Reciprocals

L. J. ADAMS, *Head, Department of Mathematics  
Beverly Hills High School*

DURING a conversation with Dr. E. R. Hedrick, of the University of California at Los Angeles, he mentioned that a table of reciprocals can be used to illustrate most of the principles involved in mathematics tables in general. Recently I tried the idea with a class in advanced high school algebra.

The class made the table by ordinary division, listing their entries as follows:

Number	Reciprocal
1	1.0000
2	.5000
3	.3333
4	.2500
5	.2000
6	.1667

and so on, the range being from one to fifty.

Some of the principles which can be taught with this table are:

1. Significant figures.
2. "Rounding off" the last decimal place.
3. Interpolation (straight line and parabolic).
4. Calculation of some values from those already computed.
5. The function concept.
6. The idea of a monotonic decreasing function.
7. The graph of  $y$  equals  $1/x$ .
8. Inverse variation.
9. Checking tables.
10. Accuracy of measurements.
11. The concept of infinity.
12. Definition of the logarithm ( $\log x$  is the area under the curve of  $y$  equals  $1/x$  from  $x$  equals 1 to  $x$  equals  $x$ ).

Perhaps other teachers can find still other uses for this simple pedagogical device.

\* \* \*

### Development of the Superintendency

THEODORE LEE RELLER, Bennett Hall, University of Pennsylvania, is author of "The Development of The City Superintendency of Schools in the United States," with an introduction by Joseph Marr Gwinn. Dr. Gwinn was former superintendent of San Francisco public schools and president, California Teachers Association. Mr. Reller's monograph of 330 pages is published by the author; price, \$2.50.

Dr. Gwinn in the introduction states, "The author has shown excellent judgment of relative values and has selected out of a great volume of material those materials which contribute most to an accurate and useful history of the period studied. He has presented the data and interpretations of them in a form that will be found both interesting and stimulating."

## National Poppy Poster Contest

**W**HEN disabled veterans of the World War begin making paper poppies this winter to commemorate the sacrifices of their comrades killed in the war, American school children will be drawing posters to depict the spirit and purpose of the poppies. The American Legion Auxiliary has announced a national poppy poster contest for pupils from the fourth to the twelfth grades, to be conducted in co-operation with the schools.

The contest has been sponsored annually for a number of years by the Auxiliary, with increasing interest each year. Posters from nearly every state were displayed in the national contest held during the Auxiliary's national convention in St. Louis in September and were viewed by thousands of convention visitors. Cash prizes and cups were awarded the national winners.

The 1936 contest will begin with local competitions closing May 10 and the posters entered in them will be displayed locally in advance of Poppy Day, the Saturday before Memorial Day, when poppies are distributed throughout the nation to honor the war dead and raise funds for the disabled, widows and fatherless children. Winning posters in the local competitions will be entered in state contests, to be held at the state conventions of the Auxiliary during the summer. State winners will be judged for national prizes at the national convention in Cleveland next fall.



Poster which won first national award in the elementary school class, American Legion Auxiliary's 1935 poppy poster contest. Poppies are shown against a cross marking a battle grave. The poster was drawn by Dorothy Alice Bogue, 8A, McCulloch School, Marion, Indiana

## Santa Fe Diesel Makes Record Run

On its second test run from the Pacific Coast to Chicago, the Santa Fe Railway's new 3600-horsepower Diesel locomotive established a new cross-country record for any train carrying standard equipment, it is announced by S. T. Bledsoe, president.

Leaving Los Angeles at 5 o'clock in the morning, the new giant of the rails, hauling a heavy nine-car train of standard steel passenger cars, slipped into Chicago at 10:34 o'clock the next evening, an elapsed time, including all stops, of 39 hours and 34 minutes.

More than 15 hours was cut from the time of the Santa Fe's Chief, the fastest regular train between Los Angeles and Chicago; while the time of 44 hours and 54 minutes, made between the same points by Death Valley Scotty's famous special over the same road in 1905—a record which stood unchallenged for nearly 30 years—was exceeded by 5 hours and 20 minutes.

The Santa Fe will not operate regular passenger service between Chicago and Los Angeles on the basis of the record time made, although the schedule of the proposed new train, the Super-Chief, which the Diesel is de-

signed to haul, will undoubtedly be several hours faster than existing schedules between these two points.

Just when the Super-Chief will be placed in service has not been announced. In the meantime, the Santa Fe is pushing its track improvement program, involving a cost of nearly \$4,000,000, to make the faster schedules possible. Much of this work is being done in Arizona and New Mexico.

\* \* \*

## America's Unique Restaurant

**V**ISITORS to San Francisco will be well repaid by a visit to America's unique restaurant, better known as Bernstein's Fish Grotto, at 123 Powell Street. An unusual front, replica of Columbus' flagship, serves as an entrance to eight colorful dining-rooms, each of which carries out the atmosphere of the sea, typical of the delicious fish and seafoods for which this restaurant is celebrated.

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### A Trip to Boulder Dam

VISUAL Education Association of Southern California is sponsoring a trip to Boulder Dam for the week-end following Thanksgiving. All teachers and friends are welcome to join the tour.

A Union Pacific train will leave Los Angeles at 10 p. m. on Friday, November 29, and will arrive at Boulder Dam early Saturday morning. The day will be spent with competent guides in viewing every phase of the project and in boat riding on the lake. The Pullman will furnish three good meals. The group will arrive back in Los Angeles at 7:30 Sunday morning, December 1. The complete price is \$15.50 each, or \$17.50 for a single lower berth.

Interested persons should get in touch with Ray R. Cullen, superintendent of schools, La Verne, before November 15.

## Coming Events

- November 1—National Mark Twain Day.
  - November 2—California Elementary School Principals Association, Southern Section, fall conference in co-operation with State Division of Elementary Education and Rural Schools. Riverside.
  - November 11-17—American Education Week.
  - November 25-27—Stanislaus County and Modesto Teachers Institute. Modesto.
  - November 25-27—Tuolumne County Teachers Institute. Sonora.
  - November 25-27—C. T. A. Bay Section Convention and Teachers Institutes. San Francisco and Oakland.
  - November 25-27—C. T. A. Central Section Teachers Institute. Fresno.
  - November 25-27—C. T. A. Central Coast Section Teachers Institute. Monterey.
  - November 25-27—C. T. A. Northern Section Convention and Teachers Institutes. Sacramento.
  - November 29-30—California Kindergarten Primary Association. San Diego.
  - December 4-7—American Vocational Association. Tenth Annual Convention. Stevens Hotel, Chicago.
  - December 6—C. T. A. Board of Directors meeting. Los Angeles.
  - December 7—C. T. A. Council of Education Semi-annual Meeting. Los Angeles.
  - December 14—C. T. A. Southern Section, annual business session.
  - January 1—Sierra Educational News appears renamed California Journal of Education, in enlarged size.
  - February 22-27—N. E. A. Department of Superintendence. St. Louis.
  - June 27-July 4—N. E. A. Convention. Portland, Oregon.
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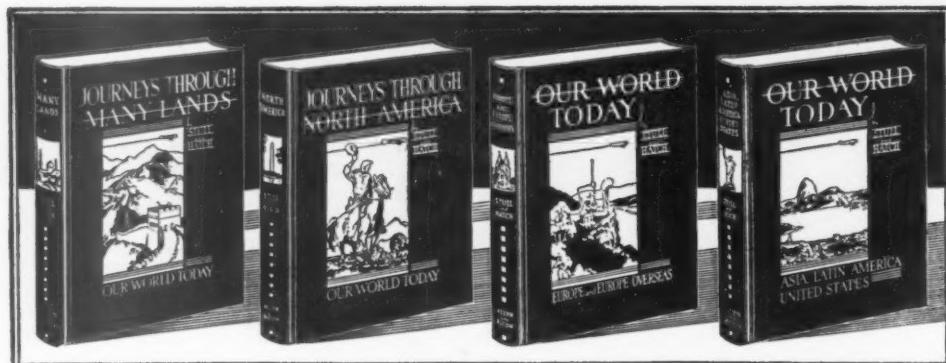


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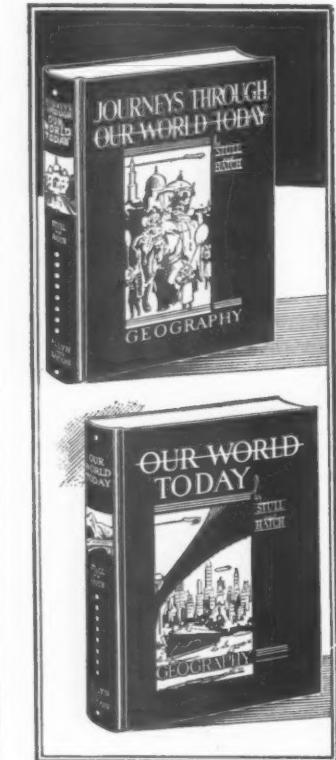
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